



Workforce Innovation and Opportunity Act (WIOA) Local Area Plan  
**Amended July 1, 2019**  
2016-2020

Prepared By:  
The Gloucester County Department of Economic Development  
Tom Bianco, Director

Workforce Development Board  
Les Vail, WDB Chairperson  
Michael Girone, WDB Vice-Chairperson  
Michelle Shirey, WDB Executive Director

Gloucester County Board of Chosen Freeholders  
Robert M. Damminger, Freeholder Director  
Heather Simmons, Freeholder Liaison

## Table of Contents

	Page number
Introduction	2
Regional & Local Demographics	5
Analysis of Skills needed by employers	12
Talent Networks	14
Analysis of the Workforce (Regionally and Locally)	19
Unemployment Rate	20
Industries with the largest growth in Gloucester County	21
Barriers to Employment	25
Poverty Demographics	26
Workforce Development Strategic Vision and Goals	30
American Job Center Partners	32
Engagement with Employers	33
Apprenticeship	34
Economic Development and Workforce Development Board	36
American Job Center Delivery System	39
One-Stop Certification	44
Title I (Adult, Dislocated & Youth)	50
Youth Activities	52
Title III (Wagner Peyser)	54
Title II Adult and Family Literacy Services	55
One-Stop Operator Competitive Process	59
Priority of Service	64
Signature Page	68
<b>Appendix 1 – Local Performance (two-page document)</b>	
<b>Appendix 2 – Partner Service Matrix Gloucester County</b>	
Appendix 3 – Flow of Services @ American Job Center of Gloucester County	
Appendix 4 – MOU (One-Stop/AJC partners)	
Appendix 5 – Supportive Services & Needs-Based Payments under WIOA Title I Programs	
<b>Appendix 6 – Competitive Process for One-Stop/AJC Operator</b>	
<b>Appendix 7 – Workforce Development Board Membership Listing</b>	
Appendix 8 – WDB Strategic Plan	
Appendix 9 – Priority of Service under WIOA Title I Programs	
<b>Appendix 10 – Infrastructure Funding Agreement</b>	

- **Appendix and plan narrative changes are indicated in blue text.**

## Introduction

The Workforce Innovation and Opportunity Act (WIOA), signed into law in 2014, requires Local Workforce Development Boards (WDB)s and chief elected officials (CEO)s within each of New Jersey's WIOA designated workforce areas to participate in a local planning process resulting in a comprehensive four-year plan which shall be modified every two years. Each Local Area Plan is to incorporate input and coordination from each of the WIOA local partners within the local American Job Centers. Local plans must comply with the requirements outlined in WIOA and must align with and support the strategies described in the New Jersey Combined WIOA State Plan (State Plan). Additionally, each WDB Local Plan shall include:

- An overview of the county, including economic impact activities within the county;
- The collection and analysis of local/regional labor market data (in conjunction with the State);
- The establishment of local service strategies;
- The development and implementation of sector initiatives for in-demand industry sectors or occupations for the local planning area;
- The establishment of administrative cost arrangements, including the pooling of funds for administrative costs, as appropriate;
- The coordination of transportation and other supportive services as appropriate, for the local area;
- The coordination of services with local and regional economic development services and providers;
- The establishment of an agreement concerning how the local planning area will collectively negotiate and reach an agreement with the Governor on local levels of performance for, and report on, the performance accountability measures described in WIOA sec. 116(c) for local areas; and
- The establishment of a process to review and modify the plan every two years.

A primary focus of the State Plan relates to the statewide Talent Development Strategy. In New Jersey, the talent development system includes:

1. New partnerships with employers across the state's seven key industries,
2. Strong collaborations between workforce programs, education, and higher education,
3. The use of technology to better connect jobseekers and employers,
4. Better labor market intelligence to inform workforce investments, and
5. Innovative partnerships between the state, local governments, community, and faith-based organizations and educational institutions.

In an era of global competition and rapid technological change, New Jersey must continue to build on this strong talent development foundation. The State Plan sets a strategic direction for the future and outlines five themes which the state will focus on in order to increase the number of residents with an industry-valued credential or degree through high-quality partnerships and integrated investments.

### **Theme 1: Building Career Pathways with a focus on Industry-Valued Credentials**

Through a common definition of career pathways, a newly created list of industry-valued credentials, literacy standards and a renewed commitment to Employment First for all persons, New Jersey will ensure that all workforce investments are enabling individuals to access greater economic opportunity and to build on their skills throughout their careers. These efforts will expand the number of career pathways, at all levels of education and workforce services, which will help more individuals obtain industry-valued credentials and degrees.

### **Theme 2: Expanding High-Quality Employer-Driven Partnerships**

Across departments, New Jersey is focusing investments and programs on building employer-driven, high-quality partnerships that follow a common definition and framework. These partnerships are critical to building new career pathways for jobseekers and students and help increase the number of individuals with an industry-valued post-secondary degree or credential. To further support these efforts, the state's seven industry-focused Talent Networks will facilitate the development of new high-quality, employer-driven partnerships across the state; investments in new Targeted Industry Partnerships and Talent Development Centers will build a foundation for all of the state's workforce development investments.

### **Theme 3: Strengthening Career Navigation Assistance through the American Job Centers and Broad Partnerships**

New Jersey is committed to supporting American Job Centers that meet local needs and assist individuals in obtaining new skills and employment. New Jersey will expand the number of job seekers and students who have access to high-quality career guidance and job search assistance through a new network of American Job Centers, community colleges, libraries, community-based organizations and faith-based organizations, organized labor, and educational institutions.

### **Theme 4: Strengthening Governance through Effective Workforce Development Boards and Regional Collaborations**

Effective Workforce Development Boards are critical to the success of New Jersey's Talent Development system. Led by the private sector but inclusive of key partners, local WDBs engaged in an active governance role ensure that investments are made in programs and that local residents can access the services they need for career success.

New Jersey has committed to supporting regional and local planning, service coordination and resource sharing for all workforce education and training programs, recognizing that labor markets are not constrained by governmental or political boundaries. New Jersey is a densely populated state and our labor markets are not constrained by state and county boundaries. These efforts will be organized around three regions of the state: North, Central, and South.

### **Theme 5: Ensuring System Integrity through Metrics and Greater Transparency**

To reflect the strategic priorities of the state, New Jersey is adopting an additional set of performance measures and applying these measures, and those required by the Workforce Innovation and Opportunity Act (WIOA) to broader number of programs. New Jersey will make performance data on workforce development programs accessible to workforce decision-makers and the public. The Eligible Training Provider List and Consumer Report Card are critical tools assisting jobseekers and students making decisions about short-term occupational training programs.

These five talent development themes, coupled with the five primary focus points of the State Plan, create a strong foundation on which to build local strategies. Each Local Area Plan will be designed to help achieve the vision of the State Plan while advancing local efforts in workforce development, credential attainment, economic development, and the formation of strategic partnerships.

Additionally, the collaborative efforts of the Gloucester County Workforce Development Board (WDB) and the Gloucester County American Job Center (AJC) will be strengthened through the formation of a Local Memorandum of Understanding (MOU) identifying how each AJC partner will contribute to and collaborate with one another to advance local initiatives. The MOU will be signed by the Gloucester County's Chief Elected Official (CEO) and the Gloucester County Workforce Development Board's (WDB) chair.

**I. Describe the strategic planning elements consisting of—**

- a. *An analysis of the local and regional economic conditions including existing and emerging in-demand industry sectors and occupations; and the employment needs of employers in those industry sectors and occupations. The New Jersey Department of Labor and Workforce Development (LWD) is committed to supporting local areas in preparation of this analysis. This analysis may be drawn from existing data, including Regional Plans. In particular, New Jersey asks that your Local Plan include this reference in order to comply with USDOL requirements:*
  - *“Please refer to Section II. Regional Data Analysis of the [North/Central/South] Regional Plan submitted to the State on October 3, 2016 for an initial analysis responding to this element.”*

*For the 2019 Modification, updated labor market and economic data must be included. LWD will provide both regional and local labor market information to the local WDBs and the three regions.*

All data contained throughout the plan was provided by the New Jersey Department of Labor and Workforce Development (LWD) Office of Research and Information, Workforce Research and Analytics (ORI-WRA) team. Data sources include internal data collection from LWD as well as external sources including the U.S. Census Bureau, DOLETA, and Burning Glass Technologies.

The following section includes data for resident employment by industry, employment and annual average salary, educational attainment, and the demand for skills and certifications. Understanding the demand and supply for employees can help the Gloucester County Workforce Development Board focus its workforce development strategies.

## Gloucester County

### Geographic Facts:

Gloucester County has 21 municipalities and occupies 329 square miles in southwestern New Jersey. It is bordered by Cumberland and Atlantic Counties to the south-southeast, Camden County to the east-northeast, the Delaware River to the north-northwest, and Salem County to the southwest. Gloucester County is located about 5 miles south of Philadelphia, which is direct across the Delaware River. It is 45 miles west of Atlantic City and 10 miles east-northeast of Wilmington, Delaware. As of 2012, the land area in square miles is 329 compared to 7,354 in the state of New Jersey. Additionally, there are an estimated 899 people per square mile, compared to 1,205 people per square mile in the state of New Jersey.

### Population and Demographics: Per census data of 2016

#### Population<sup>1</sup>

Gloucester County (15.4%) is projected to have the second highest population growth in the next two decades (2010 to 2030) in the state of New Jersey.

#### Education Levels:

91.1% of the population has educational attainment of high school degree or higher

#### Education Levels<sup>2</sup>

Population	Number
Total Population	292,206
Males	143,180
Females	149,025
Total population 16+	233,762
Median age total population	39.7
Veterans	20,670
foreign born	14,246
Average household size	2.71

Education Levels	Number
Bachelor's Degree & above	56,612
Some College or AA Degree	54,541
High School/HSE	69,017
Less than High School	16,863

Burning Glass Technologies, Estimates from Census

#### Income Levels:

Gloucester County's median household income is \$75,333 and median per capita income is \$34,435.

As of September 2018 estimates, 7.94% of the County's population is below the poverty level.

#### Business Establishments:

The County of Gloucester has over 11,000 businesses and the largest industrial park on the east coast.

<sup>1</sup> Source: Burning Glass Technologies, Estimates from Census of 2016

<sup>2</sup> Source: Burning Glass Technologies, Estimates from Census of 2016

### Employment <sup>3</sup>

Employment	2016 Estimates	Percentage%
Total Population 16+	233,762	
Total Labor Force Civilian	161,250	68.9%
Employed Civilian	149,922	92.9%
Unemployed	11,226	5.9%
Not in labor force	72,512	31%
% Blue Collar	51,751	34.5%
% White Collar	98,171	65.4%

Figure 3

### Industries

The top five industries in terms of net regional employment are 1) educational services, health care, and social assistance, 2) retail trade, 3) arts, entertainment, recreation, accommodation, and food service, 4) professional scientific, management, administration, and waste management services, and 5) manufacturing. These five industries comprise 66% of the total civilian employed population age 16 and older.

### Regional Resident Employment (per census data of 2016) by Industry<sup>4</sup>

INDUSTRY	Resident Employment
Educational services, health care, and social assistance	221,444
Retail trade	103,276
Arts, entertainment, recreation, accommodation, and food service	92,409
Professional, scientific, mgmt, admin, and waste mgmt service	90,951
Manufacturing	63,841
Finance and insurance, and real estate and rental and leasing	59,164
Public administration	50,791
Construction	48,529
Transportation and warehousing, and utilities	46,326
Other services, except public administration	37,876
Wholesale trade	27,518
Information	16,032
Agriculture, forestry, fishing and hunting, and mining	5,601
<b>Total Civilian employed population 16 years and over</b>	<b>863,758</b>

Figure 1

Understanding which industries play a significant role in regional and local employment will allow education and training providers the information needed to focus their efforts to achieve maximum efficiency and impact. However, understanding industries is only a portion of the demand-side data and should be coupled with occupational data to fully understand regional demand.

### Occupations

<sup>3</sup> Source: Burning Glass Technologies, Estimates from Census

<sup>4</sup> Source: U.S. Census Bureau 2016, 2010-2015 American Community Survey 5-Year Estimates

The top five occupations in terms of net employment in the region include: 1) retail salespersons, 2), cashiers, 3) registered nurses, 4) waiters and waitresses, and 5) laborers and freight, stock, and material movers. Salaries for registered nurses are significantly higher than any of the other top ten occupations, paying an average annual salary of just under \$80,000. Office clerks and secretaries and administrative assistants except legal and medical each have average wages above \$15.00 per hour, while the other seven top occupations pay at or below \$15.00 per hour on average (based on a 2,000 hour work year).

#### Gloucester County Resident Employment by Industry (per 2016 census)<sup>5</sup>

Industry	Resident Employment
Services (SIC - 70-80) Health, Education, Business, Personal, Amusement, Engineering	49,827
Retail Trade (SIC 52-59) Eating & Drinking, General Merchandise, Food Stores, apparel, Automotive & other	24,951
Manufacturing (SIC 20-39) Petroleum, Chemical, Food, Instruments, Industrial, Plastics	11,835
Wholesale Trade (Sic 50-51) Durable and Nondurable Goods	8,081
Construction (SIC 15-17) Special Trade, heavy construction, general contractors	5,906
Public Administration (SIC 90-98) General Government, Public Safety, Human Services	5,878
Transportation & Utilities (SIC 40-49) Motor Freight, Utilities, Passenger Transport & Services	4,462
Finance/Insurance/Real Estate (SIC 60-69) Banks, Insurance Agents	3,740
Agricultural, Forestry, Fishing (SIC 01-09)	2,056
Mining (SIC 10-14)	92
<b>Total Civilian Employed population 16 years &amp; Over</b>	<b>116,828</b>

The top five occupations in terms of net employment in Gloucester County include: 1) health, education, and business services, 2) retail trade, 3) manufacturing, 4) wholesale trade, and 5) construction. Though Gloucester County does mirror the regional occupations in that health /education services and retail are the top 2 occupations; this is where the occupation similarities stop. The other three: manufacturing, wholesale trade, and construction are Gloucester County's occupational dominance as well as having significantly higher salaries than retail trade. The occupations with higher salaries also require more education in post-secondary and /or vocational training. (See "Education Requirements by Industry Cluster –Statewide").

#### Regional Employment and Annual Average Salary - Detailed Occupations<sup>6</sup>

SOC Code	Occupation	Employment	Annual Salary
41-2031	Retail Salespersons	28,660	\$26,220
41-2011	Cashiers	22,650	\$21,710
29-1141	Registered Nurses	17,590	\$76,380
35-3031	Waiters and Waitresses	15,570	\$22,670

<sup>5</sup> Source 2016 Alteryx, Inc. Irvine, CA 2016 Estimates from Census Of 2016

<sup>6</sup> Source: Occupational Employment Statistics, May 2015 Estimates



53-7062	Laborers and Freight, Stock, and Material Movers	14,650	\$30,350
43-5081	Stock Clerks and Order Fillers	13,950	\$25,650
43-9061	Office Clerks, General	13,690	\$33,570
31-1014	Nursing Assistants	13,130	\$27,320
25-9041	Teacher Assistants	12,330	\$25,830
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical,	11,990	\$39,110
<b>Total all occupations</b>		<b>748,490</b>	<b>\$48,590</b>

Figure 2

In terms of occupational groups, as opposed to specific occupations as identified above, the top five groups include: 1) office and administrative support occupations, 2) sales and related occupations, 3) food preparation and serving related occupations, 4) education, training, and library occupations, and 5) transportation and material moving occupations. Eight of the top ten occupation groups pay average wages above \$15.00 per hour; the exceptions are for occupations in food preparation/serving and healthcare support.

Collecting and analyzing the demand-side employment data, such as the top industries, occupations, and occupational groups should be done in tandem with collecting and analyzing supply-side employment data. Only then will the full data-driven picture come into focus, allowing for workforce development initiatives to have their greatest possible impact.

#### Regional Employment and Annual Average Salary - Occupational Group<sup>7</sup>

SOC Code	Occupational Group	Employment	Annual Salary
43-0000	Office and Administrative Support Occupations	120,130	\$37,040
41-0000	Sales and Related Occupations	80,980	\$37,750
35-0000	Food Preparation and Serving-Related Occupations	68,370	\$24,060
25-0000	Education, Training, and Library Occupations	62,400	\$54,930
53-0000	Transportation and Material Moving Occupations	55,280	\$33,780
29-0000	Healthcare Practitioners and Technical Occupations	47,850	\$86,240
51-0000	Production Occupations	35,130	\$37,360
13-0000	Business and Financial Operations Occupations	33,150	\$73,480
11-0000	Management Occupations	29,940	\$122,900
31-0000	Healthcare Support Occupations	29,590	\$29,660
<b>00-0000 Total all occupations</b>		<b>748,490</b>	<b>\$48,590</b>

Figure 3

Referenced in the prior section, data on the population and labor supply can be used to help identify the economic health of a given area. Understanding the changing demographics of the population can allow education and training providers, as well as businesses, to adapt to meet the needs of the region. Additionally, labor supply data such as employment and unemployment numbers provide a macro-level view of the current state of the region's workforce.

## Population

<sup>7</sup> Source: Occupational Employment Statistics, per census data of 2016

## Regional Population Totals and Growth Trends<sup>8</sup>

Local Areas	County	2014	2024	2034	Change: 2014-2024		Change: 2024-2034	
					Number	Percent	Number	Percent
Atlantic-Cape May Counties	Atlantic	275,200	278,900	282,900	3,700	1.3%	4,000	1.4%
Burlington	Burlington	449,700	460,400	472,700	10,700	2.4%	12,300	2.7%
Camden	Camden	511,000	519,400	525,600	8,400	1.6%	6,200	1.2%
Atlantic-Cape May Counties	Cape May	95,300	94,400	93,400	-900	-0.9%	-1,000	-1.1%
Cumberland-Salem Counties	Cumberland	157,400	159,700	164,400	2,300	1.5%	4,700	2.9%
<b>Gloucester</b>	<b>Gloucester</b>	<b>291,000</b>	<b>301,200</b>	<b>312,500</b>	<b>10,200</b>	<b>3.5%</b>	<b>11,300</b>	<b>3.8%</b>
Cumberland-Salem Counties	Salem	64,700	62,600	59,800	-2,100	-3.2%	-2,800	-4.5%
Region	-	1,844,300	1,876,600	1,911,300	32,300	1.8%	34,700	1.8%
<b>New Jersey</b>	-	<b>8,938,200</b>	<b>9,338,000</b>	<b>9,733,400</b>	<b>399,800</b>	<b>4.5%</b>	<b>395,400</b>	<b>4.2%</b>

Figure 4

The overall population is expected to grow through the year 2034 in five of the region's seven counties. The expected growth of the region's population between the years of 2014 and 2034 is 3.6%, which is less than half of the expected growth for the state (8.9%). Gloucester County is expected to experience the largest growth percentage with Salem County expected to see the largest population decrease.

During this same timeframe, the Asian and Latino or Hispanic populations are expected to grow by the largest percent with the only population set to decrease being White non-Hispanic.

## Population Growth Rate by Race<sup>9</sup>

Race	Total 2014 Population	% Change 2014-2024	% Change 2024-2034
Asian	87,100	21.3%	24.3%
Black or African American	314,500	5.5%	5.6%
Latino or Hispanic	239,400	20.9%	18.5%
White Non-Hispanic	1,546,300	-0.7%	-1.5%

Figure 5

## Labor Supply

Population numbers provide a part of the story of labor supply; however, some population groups, especially children and the elderly, may not participate in part or in full within the workforce. Data such as the number of individuals participating in the workforce, the age of the workforce, and the unemployment rate help identify the current and expected future strength of the workforce across the region.

<sup>8</sup> Source: NJLWD, 2014 - 2034 Population Estimates

<sup>9</sup> Source: NJLWD, 2014 - 2034 Population Estimates

### Projections of Civilian Labor Force by County<sup>10</sup>

Local Workforce Development Areas	County	2014	2024	2034	Change: 2014-2024		Change: 2024-2034	
					Number	Percent	Number	Percent
Atlantic-Cape May Counties	Atlantic	133,100	141,300	145,500	8,200	6.2%	4,200	3.0%
Burlington	Burlington	232,000	236,700	244,900	4,700	2.0%	8,200	3.5%
Camden	Camden	255,600	264,100	272,400	8,500	3.3%	8,300	3.1%
Atlantic-Cape May Counties	Cape May	48,800	43,800	44,500	-5,000	-10.2%	700	1.6%
Cumberland-Salem Counties	Cumberland	67,200	65,300	69,300	-1,900	-2.8%	4,000	6.1%
<b>Gloucester</b>	<b>Gloucester</b>	<b>148,800</b>	<b>156,400</b>	<b>163,100</b>	<b>7,600</b>	<b>5.1%</b>	<b>6,700</b>	<b>4.3%</b>
Cumberland-Salem Counties	Salem	31,400	30,000	29,300	-1,400	-4.5%	-700	-2.3%
<b>Region</b>	<b>-</b>	<b>916,900</b>	<b>937,600</b>	<b>969,000</b>	<b>20,700</b>	<b>2.3%</b>	<b>31,400</b>	<b>3.3%</b>
<b>New Jersey</b>	<b>-</b>	<b>4,518,600</b>	<b>4,744,700</b>	<b>5,018,700</b>	<b>226,100</b>	<b>5.0%</b>	<b>274,000</b>	<b>5.8%</b>

Figure 6

The overall regional civilian labor force is expected to grow by 5.7% through the year 2034, which is roughly half the growth expected by the state (11%). During this timeframe, six of the seven counties are expected to see growth in their labor force. In both population and labor force estimations, the counties of Cape May and Salem are expected to see declines through the year 2034. During this timeframe, Atlantic and Gloucester counties are expected to see the largest percentage of labor force growth with Cape May County seeing the largest expected decline in the labor force.

One statistic to pay attention to is the number of individuals at or nearing retirement age. Given a large number of the Baby Boomer generation, the upcoming retirement numbers are expected to rise across the

### Regional Labor Force Nearing Retirement Age<sup>11</sup>

Category	2014	2024	2034
Total Labor Force	916,900	937,600	969,000
Labor Force Age 55+	214,900	242,900	232,400
% of Labor Force Age 55+	23.4%	25.9%	24.0%

Figure 7

nation. The South Jersey Workforce Collaborative is no different. The percentage of the labor force age 55 years or older is expected to increase by a factor of 10.7% between 2014 and 2024 (from 23.4% to 25.9% respectively).

The expected growth in the labor force through the year 2034 breaks the downturn experienced by the region between 2010 and 2015. The regional labor force actually declined by over 36,000 individuals during this timeframe, even with the unemployment rate decreasing by a factor of

<sup>10</sup> Source: NJLWD, 2014 - 2034 Labor Force Projections

<sup>11</sup> Source: NJLWD, 2014 - 2034 Labor Force Projections

37%. While there were more individuals employed in 2015 than in 2010, the 2010 labor force was larger. This may be due to an increase in either the number of retirees, the number of individuals that leave the labor force due to long-term unemployment, or other similar reasons.

During the 2010 to 2015 timeframe, the regional unemployment rate decreased by a net of 3.8%, similar to the decrease experienced by the state and the nation during the same timeframe (3.9% and 4.1% respectively).

#### Labor Market Change<sup>12</sup>

Year	Labor Force	Number Employment	Number Unemployment	Unemployment Rate
2010	948,903	845,518	103,385	10.9%
2015	912,776	850,449	62,327	6.8%
Net Change	-36,127	4,931	-41,058	-3.8%

Employment of the regional population is impacted by other states, mainly Pennsylvania. The region has 13.4% (114,384 individuals) of its population employed out of state. While 114,384 regional residents work outside of New Jersey, the region does have roughly 54,000 residents from other states commute into the region for work. This results in a total net loss of 60,341 workers (7% of the region's labor force) due to commuting across state lines.

A total of 68.3% of regional residents live and work in the same county as compared to 64.2% statewide, indicating that the region may see slightly less more work-related commuting than the rest of the state on average.

#### Work-Based Commuting<sup>13</sup>

Place of Work	Region	New Jersey
Total Resident Workers	856,045	4,122,554
New Jersey	741,661	3,588,171
Worked Out of State	114,384	534,383
New York	4,612	384,279
Pennsylvania	97,699	120,386
Connecticut	368	3,519
Delaware	7,502	8,106
Maryland	787	1,912
Other States	3,416	16,181
% Worked In State	86.6%	87.5%
% Worked Out of State	13.4%	12.5%
Live & Work in Same County	506,405	2,244,703
Work In State & Live Out of State	54,043	295,759
% Live & Work in Same County	68.3%	64.2%
% Work Outside County	31.7%	35.8%

<sup>12</sup> Source: Local Area Unemployment Statistics

<sup>13</sup> Source: New Jersey Department of Labor and Workforce Development, Office of Research and Information

Of the regional population, 6.6% identify as civilian veterans, 6.5% speak English less than “very well”, and 3.6% are Supplemental Nutrition Assistance Program (SNAP) recipients. While regional percentages for the number of civilian veterans and SNAP recipients vary only slightly from the overall state percentages, the region does see a lower percentage of the population with limited English skills as compared to the state (6.5% and 12% respectively).

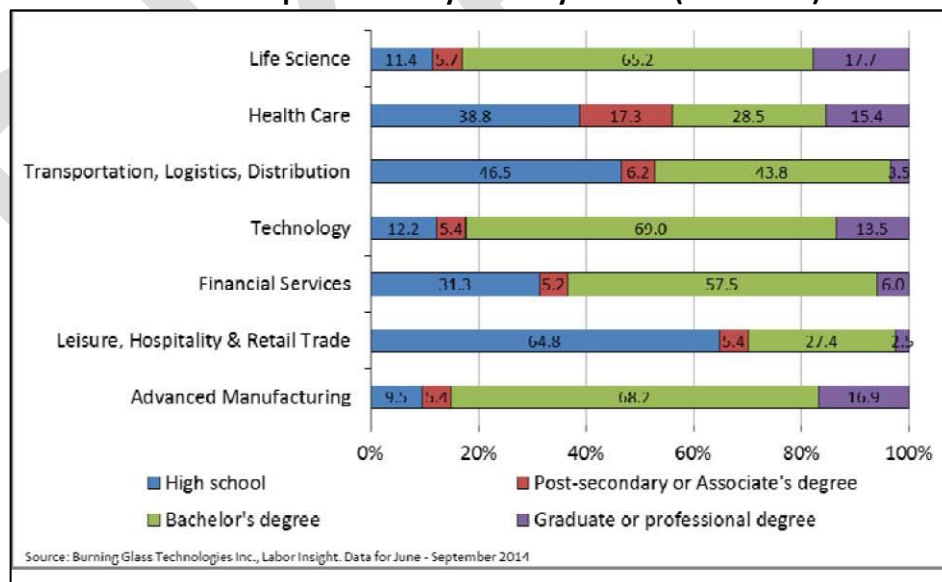
#### Special Populations<sup>14</sup>

Identifier	Region	New Jersey
Total Civilian Noninstitutionalized Population	<b>1,808,062</b>	<b>8,766,669</b>
Civilian Veterans	120,517	416,037
Speak English less than "very well"	116,821	1,034,428
SNAP Recipient	65,957	272,130

For more information on the policies issued by New Jersey’s State Employment and Training Commission (SETC), please see the policy page on the official SETC website located at <http://www.njsetc.net/njsetc/policy/>.

- b. *An analysis of the knowledge and skills needed to meet the employment needs of the employers in the region, including employment needs in in-demand industry sectors and occupations.*

#### Education Requirements by Industry Cluster (Statewide)<sup>15</sup>



<sup>14</sup> Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

<sup>15</sup> Source: Burning Glass Technologies, Labor Insight Data June-September 2014

## Regional Baseline Skills in Greatest Demand<sup>16</sup>

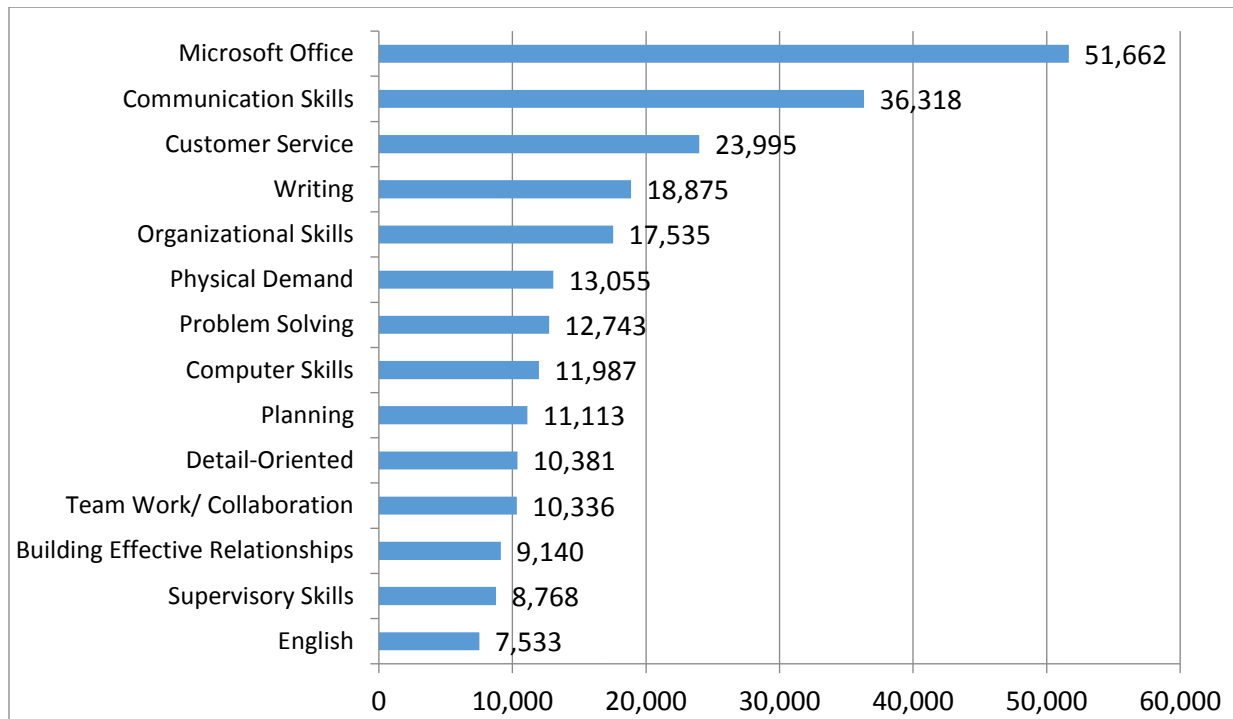


Figure 8

## Regional Certifications in Greatest Demand<sup>17</sup>

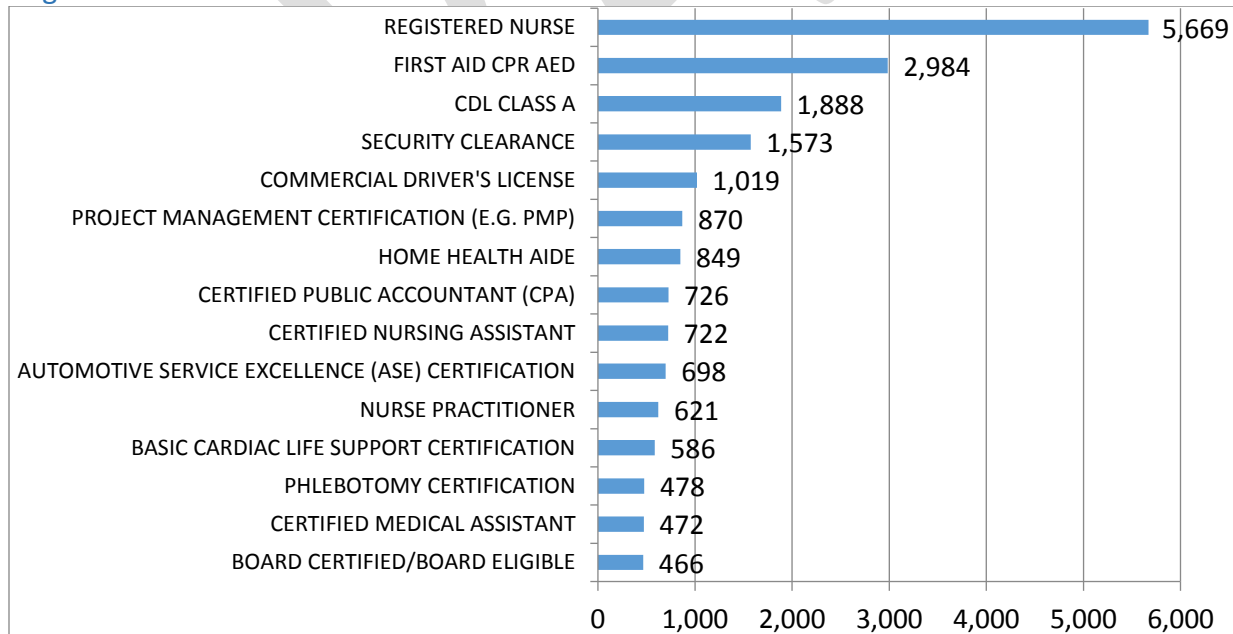


Figure 9

<sup>16</sup> Source: Burning Glass Technologies Inc., Labor Insight

<sup>17</sup> Source: Burning Glass Technologies Inc., Labor Insight

*Describe how the local area plans to work in conjunction with the New Jersey Talent Development Centers, Talent Networks, Targeted Industry Partnerships, and other industry and occupational associations and networks in developing and delivering in-demand services. Analysis of alignment between key industry pipeline and the provision of services by the one-stop system should be included.*

The aforementioned statistics indicate the importance for the Gloucester County WDB to work with the Talent Networks and utilize the knowledge and the incentive training packages offered to local industries. The more relationships developed with the local industries, the more help the local residents and to the overall economy.

The seven key industry clusters are:

- Advanced Manufacturing (including food manufacturing),
- Financial Services,
- Health Care,
- Life Sciences,
- Retail, Hospitality, & Tourism,
- Technology,
- Transportation, Logistics & Distribution.

#### ***Talent Networks***

The state's seven industry-focused Talent Networks have been connecting job seekers, employers, educational institutions, and workforce programs, as well as providing key intelligence on the workforce needs of the state's key industries. Now the Talent Networks are focused on building new employer-driven partnerships in 20 areas of the state. These Targeted Industry Partnerships will have developed plans for meeting the skill needs of employers and building new pathways to economic opportunity.

Talent Networks are focused on three key tasks:

1. Development and Dissemination of Industry Intelligence to Inform Workforce Investments: Each Talent Network works closely with LWD's Labor Market Analysts to provide an understanding of key industry workforce trends and of the workforce needs of employers. The Talent Networks engage employers and industry associations to give input into the development of the list of industry-valued credentials and degrees. Each year, the Talent Networks will host an Industry Summit to inform key workforce stakeholders of employer needs. The Talent Networks will also partner with LWD's Labor Market Analysts to produce an Annual Workforce Report for their industry that combines quantitative data and feedback from employers.
2. Development of High-Quality Employer-Driven Partnerships: Each Talent Network will work intensively with employers, local WDBs, educational institutions, and other stakeholders to develop Targeted Industry Partnerships in three geographic areas of the state. Collectively, the Talent Networks will develop 20 such partnerships. For each partnership, the Talent Network will engage employers and identify industry workforce needs, assemble workforce and education stakeholders to assess capacity and facilitate the development of a workforce

plan for the industry for the specific area. LWD will work with each Talent Network to identify possible funding sources for the implementation of promising programs.

3. Assist in Rapid Response Efforts: Each Talent Network will contribute to rapid response efforts in their specific industry, using their knowledge of industry needs to help inform services and assistance to impacted workers.

#### ***Talent Development Centers (TDCs)***

New Jersey is investing in the development of three TDCs at community colleges and universities focused on the Advanced Manufacturing, Health Care and Transportation, Logistics and Distribution industries. Each TDC serves as a “center for excellence” in the state and provides training to incumbent workers and dislocated workers with state funds from the Workforce Development Partnership Program. These Centers also serve as anchors for expanded high-quality employer-driven partnerships in their industry and further build the capacity of the state’s higher education institutions to provide education and training aligned with the needs of the state’s key industries.

The primary mission of each TDC is to provide training to individuals (dislocated workers and currently employed/incumbent workers). As a result, the TDC’s coordinate their efforts with the state’s industry-specific Talent Networks, established to facilitate the development of new partnerships between employers, educational institutions and workforce development programs in their specific industry.

Though Gloucester County is not part of the NJ LWD’s Talent Development Centers or included in the Targeted Industry Partnerships, particularly in Transportation, Logistics, and Distribution or the Health Care industry clusters, the local board has continued to conduct outreach efforts with these industries. The Gloucester County WDB has established a network and has continued to communicate with these clusters, as the Pureland Industrial Park, the largest industrial park on the East Coast is located in Gloucester County. Additionally, Rowan University, located in Gloucester County, is building a medical campus including a new medical school and land has been purchased in Harrison Township by Inspira to build a new hospital.

Nevertheless, alignment between the workforce skill needs of the private sector employers and the training and services provided by the education and workforce training system is necessary in order to develop a pipeline of workers as well employees acquiring stackable credentials. Hence, the Gloucester County WDB is actively pursuing all seven industries with more emphasis on Advanced Manufacturing, Transportation, Logistics & Distribution, Retail, Hospitality, & Tourism, Healthcare, and Financial Services. The WDB Director and staff are meeting with the Talent Network Liaisons and developing relationships. As the WDB visit companies, the appropriate Talent Network Liaisons are notified.

The Gloucester County WDB recognizes that Talent Networks is part of the strategic vision of New Jersey and are a necessary collaborator in attaining the local, regional and state workforce goals. To that end, the Gloucester County WDB Chair, Les Vail, is the Chair of the Retail,



Hospitality, and Tourism Talent Network for the Southern Region and AJC staff are part of the membership. Furthermore, Tom Bianco, the One-Stop Operator, and John Fufari, WDB staff are members of the Health Care Talent Network. In February 2017 industry-specific job fair was conducted to include three Talent Networks; Retail, Hospitality & Tourism, Health Care, and Finance. It is the policy of the WDB to continue and expand outreach efforts with the Talent Networks.

Examples of WDB efforts to connect the Talent Networks to local industry:

***Advanced Manufacturing:***

Research indicates that manufacturing jobs in the region may decrease by 2020. For this reason, the WDB/Economic Development has made a concerted effort to work with local manufacturing employers to assist with curriculum development for training, customized training and introduce them to the grant opportunities available in the state.

As part of the WDB's outreach efforts with Advanced Manufacturing employers in Gloucester County, employer roundtable discussions have been taking place. Thus far, two companies have committed to creating apprenticeship programs that meet Federal Apprenticeship requirements. Moving forward, this manufacturing roundtable will be meeting on a quarterly basis.

Gloucester County Workforce Development Board (WDB) will continue to encourage apprenticeship opportunities. Key federal and local educators are joining in the WDB's efforts to discuss with employers how apprenticeship opportunities can assist them.

The Gloucester County WDB along with local petrochemical/chemical industries and Rowan College at Gloucester County (RCGC) determined the need for skilled process technicians. This collaboration with local industries developed a "fast-track" certificate training program in Process Technology. The program will prepare individuals to become Process Operators/Technicians.

These companies recognized the need for a well-trained pool of qualified process operators to replace current employees nearing retirement age. Businesses approached the Workforce Development Board and the College with the task of creating a course of study specifically targeting the unique needs of advanced manufacturing. The result was a collaborative partnership between these industry partners, the Workforce Development Board and Rowan College at Gloucester County.

The Process Technology program began in the spring of 2013. To date, a total of 35 individuals have been trained in the program and all have obtained employment. As the operator positions became available within the partnering companies, the companies hired from the pool of certificate holders.

The Process Technology Certificate Program has morphed into an associate's degree in Process Technology, offered in September of 2016 at Rowan College at Gloucester County. Paulsboro Refinery has elected to offer scholarships and summer internships at the site in order to demonstrate their commitment toward the program.

### ***Transportation, Logistics, and Distribution***

Gloucester County is home to the largest industrial park on the east coast. The Pureland Industrial Complex is a 3,000-acre industrial park in Logan Township, Gloucester County and offers a variety of facilities for manufacturing, assembly, warehousing, distribution, research /development, and offices. Many of these facilities are home to warehousing and distribution centers, thus needing employees with proper driving credentials and knowledgeable of logistics and distribution. A recent inventory of the Pureland Industrial Complex indicates there are approximately 184 companies located in the complex and over 8,700 individuals are employed among these businesses. This was information gathered through employers identifying themselves through a survey.

### ***Advanced Manufacturing and related TLD Industry:***

As mentioned previously, jobs are available in advanced manufacturing as well as the distribution functions related to that industry. Many advanced manufacturers in Gloucester County are understaffed in the supply chain function. This industry cannot find sufficient numbers of workers with the required skills for positions paying as much as \$60,000 annually. Regionally and locally have shown growth in the past five years of more than 25% in this sector and there are numerous jobs in regional warehouses and their distribution systems.

Several occupations are continually in-demand to fulfill end-user product needs including:

- Commercial Truck Drivers
- Distribution warehouse managers
- Hand Packers and Packagers (Picker-Packers)
- Real-time data analysts.

### ***Paulsboro Marine Terminal***

In addition to the Pureland Industrial Complex, Paulsboro, a community in Gloucester County, is developing a major port operation. The port will be the foremost place for loading/unloading of cargo distributed across the region and into the interior of the nation. Moreover, the local port is also creating a local supply chain to the area business, which will make the moving of goods easier and more efficient.

Port of Paulsboro has recently acquired a new tenant; Holt Logistics. Since Paulsboro residents are the first priority in the hiring phase, three job fairs were held in 2015-2016 at the Paulsboro High School. Because of the large turn-out at the first job fair candidates were encouraged to register with the American Job Center at Gloucester

County in order to become knowledgeable of the services available to them. The AJC helped the residents to apply for the jobs at Holt and/or acquiring a job with another employer.

***Retail, Hospitality, & Tourism:***

The Gloucester County WDB recently sponsored the Retail, Hospitality, and Tourism (RHT) networking event at Riverwinds, West Deptford Gloucester County. The WDB's intent is to continue this dialogue and work with the Talent Network Representative. As mentioned previously, Les Vail, WDB Chair, is the Chair of the Retail, Hospitality, & Tourism Talent Network for the Southern Region.

***Hospitality:***

A major hotel opened in September 2013 in Glassboro, NJ. The WDB continues to actively work with the hotel to find appropriate employees for the establishment.

***Retail:***

The RHT Team South held a focus group with retailers, cyber-security professionals, and educators in September and identified several career pathways to becoming Certified Cyber-Security professionals, but acknowledged that this career pathway requires 5 to 10+ years' experience with advanced degrees and training. Therefore, the group felt it was more appropriate to develop a **Retail Information Security Professional** program for entry-level employment that requires less technology training and is geared towards retailers. As such, the group plans to hold a follow-up meeting in January/February to discuss this opportunity further and identify industry-valued, stackable credentials.

***Tourism:***

Building tourism in Gloucester County has been an important deliverable by the Gloucester County Department of Economic Development and the Workforce Development Board for over a decade. Projects include:

- **Rowan University Fossil Park Mantua**
- **The Whitall House and Historical Gardens at Red Bank Battlefield**
- **South Jersey Wine Trail (Gloucester County is home to 7 wineries)**  
The Outer Coastal Plain American Viticultural Area – AVA of New Jersey has climatic and soil conditions which are amongst the best in the East Coast for producing high-quality wine.

According to the [New York Times](#) South Jersey “might be the perfect place to make fine wine in America.” The sandy soil in the Outer Coastal Plain AVA is similar to that of the Bordeaux region of France. The number of weeks of warm

weather is similar, and like Bordeaux, the Outer Coastal Plain AVA experiences warm breezes that come in from the Atlantic Ocean. (New York Times Magazine 3/12/2013 Adam Davidson).

The Gloucester County WDB is currently reviewing the creation of an apprenticeship program with Rutgers University and local wineries in Viticulture.

- **New Breweries and Distilleries**

Gloucester County is currently experiencing a boom in the craft beer and spirits industry. The opening of several new breweries and distilleries, combined with a flourishing wine industry offer the promise of increased hospitality and tourism revenue.

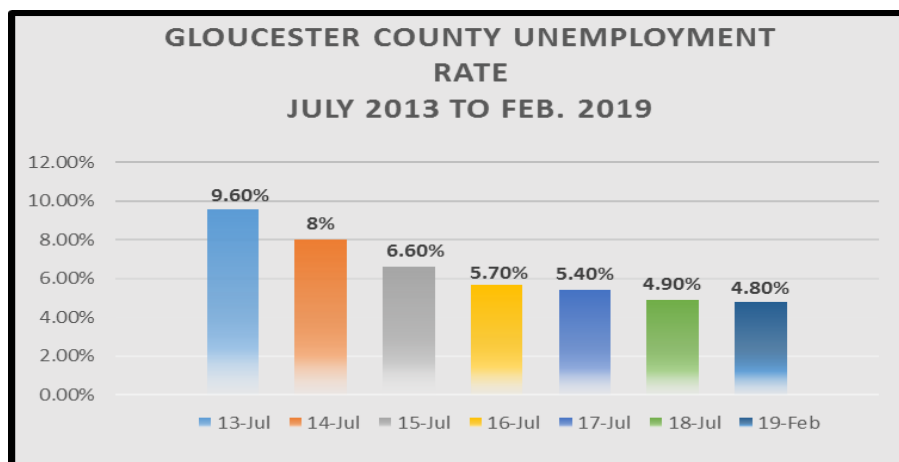
***Financial Services:***

In 2015 and in 2016, the WDB with the Financial Services representative held a targeted Financial Services job fair. Employers included banks, financial advisors and insurance companies. It is the WDB's plan to work with the new Financial Services Representative to create new outreach and employment connection opportunities for the employer and potential employees.

Representatives from Financial Services, Transportation, Logistics & Distribution, and Retail, Hospitality, & Tourism have participated in recent Career/Job Fairs. Their participation has been a "win, win" for the employers as well as job seekers. The job seekers have been able to learn about growing career fields and employers have been able to learn about state hiring incentives.

- c. *An analysis of the workforce in the region, including current labor force employment (and unemployment) data, and information on labor market trends, and the educational and skill levels of the workforce in the region, including individuals with barriers to employment. Your analysis must be supported by data. Any use of non-LWD data must cite its source, timeliness, and validity.*

## Gloucester County, NJ Unemployment Rate<sup>18</sup>



## Estimates of Employment and Wages by Key Industry Sector<sup>19</sup>

### Gloucester County Workforce Development Area, 2017

Industry Sector	Units	Average Annual Employment	Average Annual Wages	Total Wages	Percent of Private Employment	Percent of Private Total Wages
Retail	1,095	23,806	\$30,012	\$714,463,743	26.8%	18.4%
Health Care	552	10,897	\$48,894	\$532,802,900	12.3%	13.7%
Manufacturing	431	13,032	\$67,656	\$881,688,049	14.7%	22.7%
Food Manufacturing	36	1,910	\$44,036	\$84,108,267	2.1%	2.2%
Transportation, Distribution & Logistic	520	12,667	\$53,682	\$679,990,310	14.3%	17.5%
Leisure & Hospitality	582	11,067	\$17,266	\$191,079,088	12.5%	4.9%
Finance & Insurance	295	2,191	\$54,228	\$118,813,535	2.5%	3.1%
Technology	163	1,274	\$89,490	\$114,010,305	1.4%	2.9%
Construction & Utilities	ND	ND	ND	ND	ND	ND
Life Sciences	10	139	\$62,432	\$8,678,020	0.2%	0.2%
All Cluster Industries	4,325	80,900	\$45,277	\$3,662,946,695	91.1%	94.4%
All Private Sector Industries, NJ	6,040	88,852	\$43,661	\$3,879,380,926	100.0%	100.0%

\* The sums of the total key industry sectors are less than the sums of all industries due to some industries being classified into more than one industry sector

<sup>18</sup> Source NJ Department of Labor & Workforce Development

<sup>19</sup> Source NJ Department of Labor & Workforce Development

Gloucester County Resident Employment by Industry (2016 census data)<sup>20</sup>

Industry	Resident Employment
Services (SIC - 70-80) Health, Education, Business, Personal, Amusement, Engineering	49,827
Retail Trade (SIC 52-59) Eating & Drinking, General Merchandise, Food Stores, apparel, Automotive & other	24,951
Manufacturing (SIC 20-39) Petroleum, Chemical, Food, Instruments, Industrial, Plastics	11,835
Wholesale Trade (Sic 50-51) Durable and Nondurable Goods	8,081
Construction (SIC 15-17) Special Trade, heavy construction, general contractors	5,906
Public Administration (SIC 90-98) General Government, Public Safety, Human Services	5,878
Transportation & Utilities (SIC 40-49) Motor Freight, Utilities, Passenger Transport & Services	4,462
Finance/Insurance/Real Estate (SIC 60-69) Banks, Insurance Agents	3,740
Agricultural, Forestry, Fishing (SIC 01-09)	2,056
Mining (SIC 10-14)	92
<b>Total Civilian Employed population 16 years &amp; Over</b>	<b>116,828</b>

Regional Employment and Annual Average Salary - Detailed Occupations<sup>21</sup>

SOC Code	Occupation	Employment	Annual Salary
41-2031	Retail Salespersons	28,660	\$26,220
41-2011	Cashiers	22,650	\$21,710
29-1141	Registered Nurses	17,590	\$76,380
35-3031	Waiters and Waitresses	15,570	\$22,670
53-7062	Laborers and Freight, Stock, and Material Movers	14,650	\$30,350
43-5081	Stock Clerks and Order Fillers	13,950	\$25,650
43-9061	Office Clerks, General	13,690	\$33,570
31-1014	Nursing Assistants	13,130	\$27,320
25-9041	Teacher Assistants	12,330	\$25,830
43-6014	Secretaries and Administrative Assistants, Except Legal, Medical,	11,990	\$39,110
<b>Total all occupations</b>		<b>748,490</b>	<b>\$48,590</b>

Figure 10

In terms of occupational groups, as opposed to specific occupations as identified above, the top five groups include: 1) office and administrative support occupations, 2) sales and related occupations, 3) food preparation and serving related occupations, 4) education, training, and library occupations, and 5) transportation and material moving occupations. Eight of the top ten

<sup>20</sup> Source Burning Glass Technologies, Labor Insight

<sup>21</sup> Source: Occupational Employment Statistics, May 2015 Estimates

occupation groups pay average wages above \$15.00 per hour; the exceptions are for occupations in food preparation/serving and healthcare support.

Collecting and analyzing the demand-side employment data, such as the top industries, occupations, and occupational groups, should be done in tandem with collecting and analyzing supply-side employment data. Only then will the full data-driven picture come into focus, allowing for workforce development initiatives to have their greatest possible impact.

#### Regional Employment and Annual Average Salary - Occupational Group<sup>22</sup>

SOC Code	Occupational Group	Employment	Annual Salary
43-0000	Office and Administrative Support Occupations	120,130	\$37,040
41-0000	Sales and Related Occupations	80,980	\$37,750
35-0000	Food Preparation and Serving-Related Occupations	68,370	\$24,060
25-0000	Education, Training, and Library Occupations	62,400	\$54,930
53-0000	Transportation and Material Moving Occupations	55,280	\$33,780
29-0000	Healthcare Practitioners and Technical Occupations	47,850	\$86,240
51-0000	Production Occupations	35,130	\$37,360
13-0000	Business and Financial Operations Occupations	33,150	\$73,480
11-0000	Management Occupations	29,940	\$122,900
31-0000	Healthcare Support Occupations	29,590	\$29,660
<b>00-0000</b>	<b>Total all occupations</b>	<b>748,490</b>	<b>\$48,590</b>

Figure 11

### What Industries are expected to have Employment Growth?

Gloucester County, 2012-2022<sup>23</sup>

Projected employment Change

Change: 2012-2022  
Percent

Industry Title	2012 Jobs	2022 Jobs	Number	Total	Annual
Healthcare & Education	12,650	15,800	3,150	24.8	2.2
Construction	5,600	6,600	1,000	17.6	1.6
Wholesale Trade	8,750	9,700	950	10.9	1.0
Accommodation & Food Service	8,100	8,950	850	10.4	1.0
Transportation & Warehousing	2,950	3,500	550	18.1	1.7
Retail Trade	17,550	17,950	400	2.2	0.2
Professional, Scientific & Technical Services	3,450	3,650	200	5.7	0.6
Finance & Insurance	2,150	2,300	150	5.4	0.5
Arts, Entertainment, & Recreation	1,300	1,450	150	10.9	1.0
Other Services	4,100	4,250	150	3.1	0.3
Real Estate, Rental & Leasing	950	1,050	100	13.8	1.3
Administrative & Waste Services	5,450	5,550	100	2.2	0.2

<sup>22</sup> Source: Occupational Employment Statistics, May 2015 Estimates

<sup>23</sup> Source: Burning Glass Technologies, Labor Insight

Educational Services	1,000	1,100	100	13.8	1.3
Management of Companies & Enterprises	350	400	50	7.7	0.7
Natural Resources & Mining	50	50	0	1.3	0.1
Utilities	150	150	0	0.2	0.0
Information	950	850	-100	-8.0	-0.8
Manufacturing	7,100	6,800	-300	-4.4	-0.4
Government	18,350	17,650	-700	-3.8	-0.4

Source: NJ LWD

Gloucester County's employment is projected to rise by 6,700 jobs between 2012 and 2022. This 6.7 percent increase ranks 14th among the state's 21 counties and is 0.8 percentage points below the projected rate of growth for the state as a whole. *Source: (NJLWD, Industry and Occupational Employment Projections 2012 - 2022.)*

During the four most recent quarters, health and education averaged the newest hires followed by construction. This is because of new health care establishments that opened in Gloucester County. This is an industry change, as in previous years it was retail trade followed by accommodations and food service. It will be the continued objective of the Gloucester County Workforce Development Board to encourage local government and economic development entities to attract more varied businesses. In turn, the educational entities must be encouraged to provide training in more "demand" occupations with stackable credentials. Businesses build where the appropriate skill level is available.

### Educational Attainment and the Demand for Skills and Certifications

Gloucester County Educational Attainment <sup>24</sup>		
Level of Education	# of individuals	% of Pop. Age 25 and over
less than 9th grade	3,698	1.8%
9th to 12th grade, no diploma	13,165	6.6%
No High School Degree	14,660	7.3%
High school graduate (includes equivalency)	69,017	34.7%
Some college, no degree	38,477	19.3%
Associate's degree	16,064	8.0%
Bachelor's degree	39,227	19.7%
Graduate or professional degree	17,385	8.7%
population 25 years & over	198,528	106.100%
[1] The percentages add up to more than 100% since an individual may fall into more than one category.		

Population, labor participation, and the unemployment rate are important for understanding the labor supply of the region and the local area. While knowing how many people are available to fill job positions is vital to understanding the labor supply, it is also important to understand the education and skill level of the labor supply. In terms of educational attainment, 12% of the region's population aged 25 and over do not have a high school diploma while 32.9% have a high school diploma or its equivalent.

Less than half (35.8%) of this population have some form of a college degree.

<sup>24</sup> Source US Census Bureau



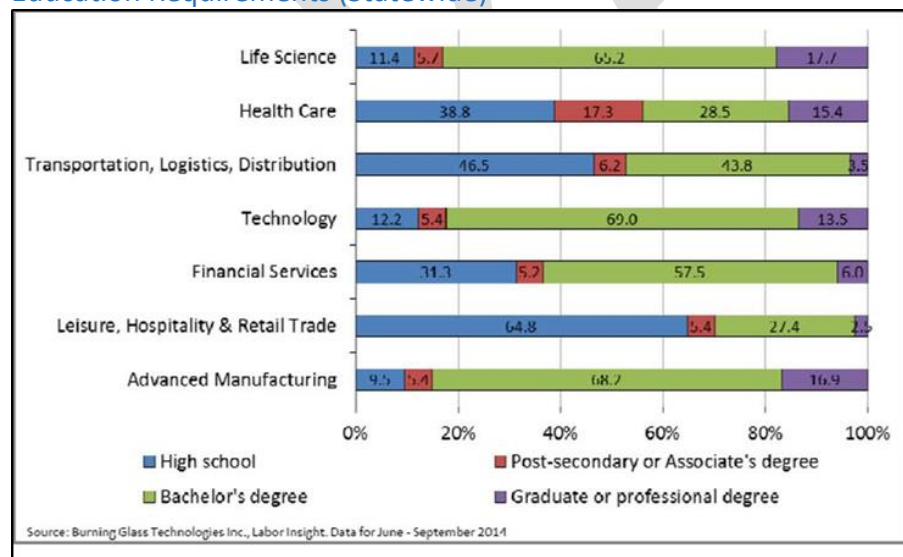
Educational attainment for Gloucester County residents is similar to the region. Note that 91.1% of the population in Gloucester County has educational attainment of high school degree or higher. The remainder, about 10% of the populations over the age of 25, does not have a high school diploma.

Educational Attainment<sup>25,26</sup>

Employers not only look for individuals with a specific educational attainment level when filling an open position, but they may also look for individuals with specific skills and certifications. The following charts are based on online job postings, occurring during the 2015-2016 program year, across the region and locally along with educational requirements by industry.

Level of Education	# of Individuals	% of Pop. age 25 and Over
Less than 9th grade	55,046	4.4%
9th to 12th grade, no diploma	95,529	7.6%
No High School Degree	150,575	12.0%
High school graduate (includes equivalency)	414,434	32.9%
Some college, no degree	242,169	19.2%
Associate's degree	93,079	7.4%
Bachelor's degree	236,555	18.8%
Graduate or professional degree	121,240	9.6%
<b>Population 25 years and over</b>	<b>1,258,052</b>	<b>112.0%</b>

#### Education Requirements (Statewide)<sup>27</sup>

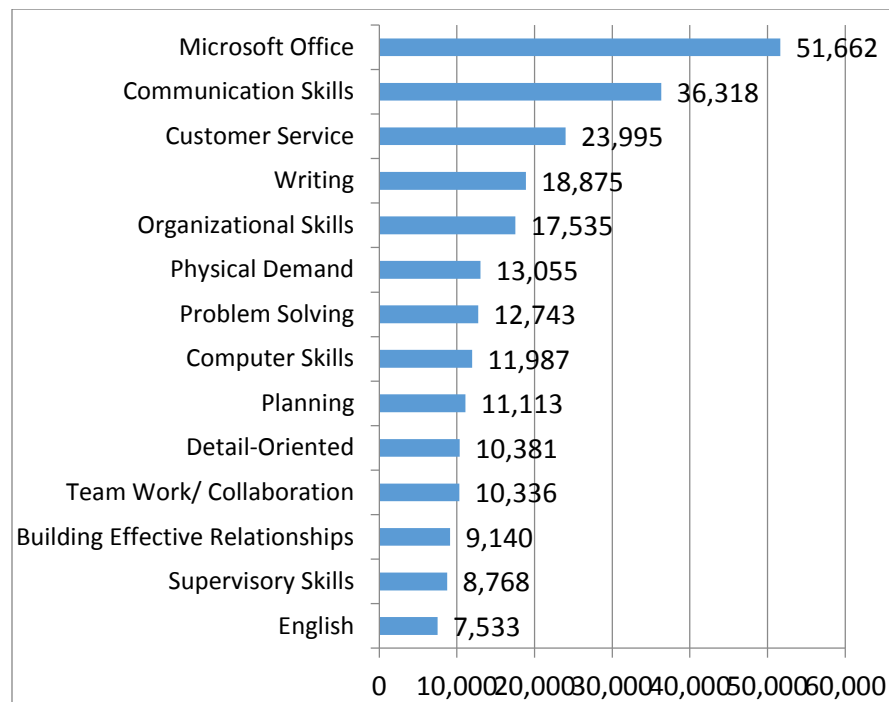


<sup>25</sup> The percentages add up to more than 100% since an individual may fall into more than one category.

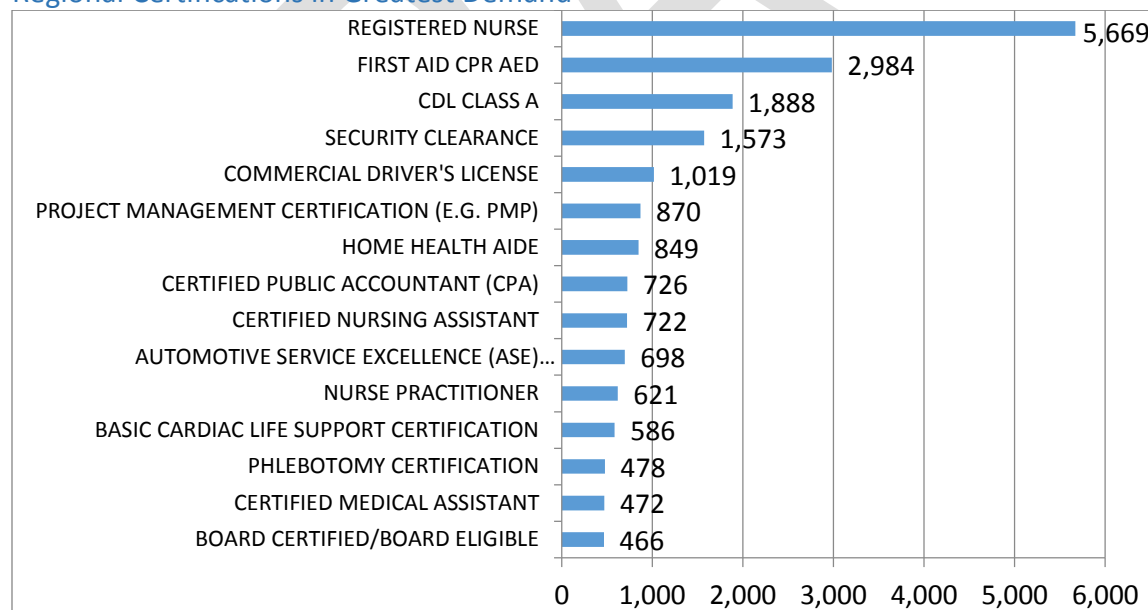
<sup>26</sup> Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

<sup>27</sup> Source: Burning Glass Technologies, Labor Insight

### Regional Baseline Skills in Greatest Demand<sup>28</sup>



### Regional Certifications in Greatest Demand<sup>29</sup>



<sup>28</sup> Source: Burning Glass Technologies Inc., Labor Insight

<sup>29</sup> Source: Burning Glass Technologies Inc., Labor Insight

## Individuals with Barriers To Employment

### Regional Individuals with a Disability Population<sup>30</sup>

Category	Region	New Jersey
Total Civilian Noninstitutionalized Population	<b>1,808,062</b>	<b>8,766,669</b>
Total with a Disability	228,455	893,672
Under 18 years	421,659	2,031,951
With a disability	20,168	72,997
18 to 64 years	1,127,401	5,524,850
With a disability	115,996	421,718
65 years and over	259,002	1,209,868
With a disability	92,291	398,957

The following is the definition of **Individuals with Barriers to Employment**, from WIOA Sec. 3 (Def. 24-25) (24) INDIVIDUAL WITH A BARRIER TO EMPLOYMENT.—The term “individual with a barrier to employment” means *Figure 12*

a member of one or more of the following populations:

- (A) Displaced homemakers;
- (B) Low-income individuals;
- (C) Indians, Alaska Natives, and Native Hawaiians, as such terms are defined in section 166;
- (D) Individuals with disabilities, including youth who are individuals with disabilities;
- (E) Older individuals;
- (F) Ex-offenders;
- (G) Homeless individuals (as defined in section 41403(6) of the Violence Against Women Act of 1994 (42 U.S.C. 14043e–2(6)), or homeless children and youths (as defined in section 725(2) of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a(2));
- (H) Youth who are in or have aged out of the foster care system;
- (I) Individuals who are English language learners, individuals who have low levels of literacy, and individuals facing substantial cultural barriers;
- (J) Eligible migrant and seasonal farmworkers, as defined in section 167(i);
- (K) Individuals within 2 years of exhausting lifetime eligibility under part A of title IV of the Social Security Act (42 U.S.C. 601 et seq.);
- (L) Single parents (including single pregnant women);
- (M) Long-term unemployed individuals;
- (N) Such other groups as the Governor involved determines to have barriers to employment;

#### (25) INDIVIDUAL WITH A DISABILITY.—

(A) IN GENERAL.—The term “individual with a disability” means an individual with a disability as defined in section three (3) of the Americans with Disabilities Act of 1990 (42 U.S.C. 12102).

(B) INDIVIDUALS WITH DISABILITIES.—The term “individuals with disabilities” means more than one individual with a disability.

<sup>30</sup> Source: U.S. Census Bureau, 2010-2014 American Community Survey 5-Year Estimates

Additionally, Gloucester County WDB chose to review the demographics of individuals that are in poverty and those with a disability, as these populations are the hardest to serve and employ. The total population of individuals with a disability in the region is approximately a quarter million and comprises roughly 12.6% of the total regional population. This is slightly higher than the statewide total of roughly 10% of the state population identifying as having a disability. Of the prime working-age population (18-64 years of age) approximately 10.3% have a disability. In Gloucester County, 8.4% of the population under the age of 65 have a disability, which is slightly under the state average of 10% but 4.2 % less than the region.

#### Demographics of poverty in Gloucester County <sup>31</sup>

Population in Poverty: 23,983 Total Population: 292,480 (2016 Estimate)	Percentage of population 8.2 %
Have less than a high school diploma	16%
High School Graduate	9%
Some College	4%
College graduate	2%
Not in labor force	17%
Unemployed	10%
Employed	17%
Public Assistance	9%

A Review of the population in poverty in Gloucester County, 17% of individuals in poverty are working while 10% are unemployed with 17% not in the labor force and 9% on public assistance. With 16% of those in poverty with less than a high school diploma, this is a strong indicator that the individuals are in poverty because of the lack of education and or training.

#### **Additional Barriers to employment:**

Research conducted by the Bureau of Labor Statistics/US Department of Labor major barriers to employment include:

**Lack of education or training**

**Lack of transportation**

**adequate childcare sources**

**Lack of affordable housing**

**No work history**

**Fear of losing benefits**

**Criminal record**

**Physical disability**

**Mental Health Issues**

The barriers listed are not in priority order, which will depend upon gender and other demographic indicators such as those individuals with disability and etc. Nevertheless, the lack of transportation and lack of education or training are the two major barriers to employment with people with disabilities and the economically disadvantaged. However, individuals with disabilities felt that the “need for special features at the job,” was a top priority in acquiring employment.

Gloucester County WDB recognized that obtaining employment, education, and training is difficult to acquire because of the lack of public transportation. In order to connect jobs, education, and training Gloucester County WDB initiated the expansion of local transportation services. Through a partnership with Gloucester County Human Services, Pascale Sykes Foundation, and Cross County Connection, the Pureland – East West Community Shuttle was

<sup>31</sup> Source: 2015 American Community Survey

created. The service starts at Avendale, major NJ transit hub in Camden County near Williamstown (Gloucester County), and travels west to the Pureland Industrial park. (There are stopovers at NJ transit bus stops). At the Pureland Industrial park, riders can then transfer to another shuttle that travels throughout the complex. See <http://www.driveless.com/PurelandEastWestShuttle.html> for more information.

- d. *An analysis of the workforce development activities (including education and training) in the region, including an analysis of the strengths and weaknesses of such services, and the capacity to provide such services, to address the identified education and skill needs of the workforce and the employment needs of employers in the region.*

*Local areas should address the range of current activities within the local area delivered by WIOA Core and Partner programs, and other programs, including: See Matrix Appendix 2*

- *WIOA Title I Adult*
- *WIOA Title I Dislocated*
- *WIOA Title I Youth*
- *Title II Adult Education/Literacy*
- *Title III Wagner-Peyser Employment Service Program*
- *Title IV Vocational Rehabilitation*
- *Senior Community Service Employment Program*
- *Jobs for Veterans State Grant*
- *Migrant and Seasonal Farmworkers Program*
- *Ex-Offender Programs*
- *Carl T. Perkins Career and Technical Education Act*
- *Unemployment Insurance*
- *WorkFirst New Jersey (TANF) Employment and Training Program*
- *SNAP Employment and Training Programs*
- *New Jersey Workforce Development Partnership Program*
- *New Jersey Supplemental Workforce Fund for Basic Skills*
- *And other local public or other programs with which the local workforce system collaborates.*

#### ***Examination of the workforce development system in the local area***

The Gloucester County American Job Center (AJC) offers universal access to all populations with or without significant barriers to employment. A full range of Basic Career Services, as defined by WIOA (see Appendix 9 for more details) is designed to benefit all populations. The local AJC addresses the needs of the disabled, veterans, long term unemployed, ex-offenders, an individual's deficient of literacy and/or language skills, and those individuals lacking occupational skills.

Staff at the AJC are familiar with the various services offered within the Center and refer individuals who require specialized services to the appropriate representative.

The disabled population has access to the Division of Vocational Rehabilitation Services (DVRS) which is located at the AJC. Should the individual not want to access services from DVRS, then the individual is referred to a WIOA Title I Employment Specialist or depending on need, Employment Services staff, who will help him/her navigate the system and assist them in making an informed decision regarding the best source for assistance.

#### **WIOA Section 134 (c)(3)(E) Priority of Service:**

Under WIA the priority of service implies that veterans and eligible spouses (covered persons) are entitled to take precedence over non-covered persons for the receipt of employment, training, and placement services provided under a qualified job training program. However, under **WIOA Priority of Service to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient along with the inclusion of identified individuals the local area identifies to be part of priority of service; ex-offenders.** As stated in WIOA Section 134 (c)(3)(E), with respect to individualized career services and training services funded with WIOA Adult funds, the priority of service must be given to recipients of public assistance, other low-income individuals, individuals who are basic skills deficient, and/or ex-offenders. Veterans and eligible spouses continue to receive priority of service among all eligible individuals; however, they must meet Gloucester County WDB's Priority of Service criteria. Therefore, WIOA Title I Adult funded services, the program's eligibility determination must be made first, and then the veteran's priority applied. Meaning, that a veteran or an eligible spouse, low income, or basic skills deficient as well as local identified individuals – ex-offenders, can either receive access to a service earlier in time than a non-covered person or, if resources are limited, eligible participants receive access to the service instead of/or before the non-covered person. See Section XXIII of this plan and Appendix 9 for GCWDB for more details concerning Priority of Service.

Once priority of service is determined or not, the populace can still receive Adult Education and Literacy, English as a Second Language (ESL), and Computer literacy training. These are necessary skills prior to entering into specialized skill training and/or prior to entering or remaining in today's job market. The underemployed population may need these services in order to remain in their current job or need these services in order to be promoted. As shown in the chart concerning poverty in Gloucester County, 16% of those in poverty do not have a high school diploma. The WDB recognizes this as a major barrier to employment and/or advancement. To help resolve this issue the new GJOBS class, which started in October 2016 requires individuals to meet at the Workforce Learning Link (WLL) in order give the WFNJ customers a more hands-on experience of the all available WLL/AJC services.

Services for ex-offenders are available at the Gloucester County American Job Center. Wagner-Peyser funds support an American Job Center staff who works with this population. In October 2016 the Senior Employment Counselor and the Senior Interviewer from Employment Services started a monthly American Job Center orientation for individuals who are on probation. Attendees are instructed with NJ Career Connections and introduced to the On/Ramp. This will be a continued service as long as the WDB Board and local Probation department deem necessary. In addition, the expungement information is offered as a workshop, which is open to all American Job Center participants. Starting in January 2016 monthly meetings will be held with Gloucester County's Drug Court – Vicinage XV (Cumberland, Gloucester & Salem Counties). Moving forward, the WDB Community Needs Assessment Committee has requested the Senior Counselor at the local AJC to visit the Salem County Jail (Gloucester County no longer has a correctional facility) to explain to the "soon to be released" incarcerated population, services available to them at the AJC once they leave the facility. If educational and/or basic skills training are needed then it is provided through WIOA Title II and State Literacy funds.

Gloucester County jobseekers have diverse needs. As a result, the WDB will continue to expand the reach of re-employment services based on broader partnerships between the State's One-Stop/American Job Centers, libraries, community colleges and community and faith-based organizations. All of these partners provide access points to the broader workforce development system. In order to expand assessment services, starting in January 2017, the AJC/WDB will not only provide computerized career assessment tools to our partners at the AJC but will allow library customers to utilize the same career assessment tools in the hope of providing assistance and outreach.

Job seekers must possess basic skills, literacy and workforce readiness skills in order to secure and retain employment. Gloucester County WDB has been able to engage the Workforce Learning Link service provider to extend locations beyond the American Job Center. Literacy services are offered at Rowan College at Gloucester County, the American Job Center, and St. Matthews Baptist Church in Williamstown. ESL services are expanded to include the Family Success Centers in Glassboro and Woodbury and a number of local libraries.

It is essential that training programs be aligned with industry needs to ensure that jobseekers can acquire the skills needed to obtain employment. The WDB has successfully demonstrated, working with local businesses, by offering skill training based on industry need. The WDB has created partnerships with the Community College and the petrochemical companies, retail establishments and with two major service related companies in the County to provide industry related training.

In order to create a stronger linkage between Title I (Adult/Dislocated) and Title III (Wagner-Peyser –Employment Services), all customers who received training and do not have a job within two weeks after graduating from the program and/or received credential/license, those individuals will be referred, via the inter-agency referral in AOSOS , to Employment Service

Interviewers. The interviewers will be expected to contact the individual to update their information in AOSOS and On/Ramp and to supply job matching services for the customer.

Some job seekers enter the One Stop/American Job Center with employment history and marketable skills. These individuals are offered the services of the Job Club/Career Connections. The Job Club offers innovative workshops offering current information, industry-specific Talent Network information and guest speakers. Workshops include Orientation, Job Search Skills, Resume Writing, Interviewing Skills, and Networking Skills. Job seekers are everywhere. To reach them and make AJC services known, every effort by WDB/AJC staff participate in public events; chamber meetings, county-sponsored events open to the residents, municipal events, etc.

- e. *Describe the **local board's strategic vision and goals** for preparing an educated and skilled workforce (including youth and individuals with barriers to employment), including goals relating to the performance accountability measures based on primary indicators of performance described in section 116(b)(2)(A) of the Act<sup>i</sup> in order to support regional economic growth and economic self-sufficiency. Describe how this supports the regional plan efforts and potential for shared cost. Describe how the local plan may differ from the regional plan, with a justification for the variance.*

**VISION: To provide high quality and integrated workforce development services for the residents and businesses of Gloucester County.**

**MISSION: To create a premier workforce development system by promoting the Gloucester County Workforce Development Board and American Job Center services to our residents through the following strategies:**

- Utilize Career Connections and other outreach systems
- Expand communication and collaborative partnerships with neighboring Workforce Development Boards and businesses
- Expand and enhance holistic industry sector team approaches to career planning and placement services
- Champion Gloucester County Workforce Development Board policy and planning
- Integrate systems and maximize resources to build a better-aligned workforce system

including goals relating to the performance accountability measures based on primary indicators of performance described in **section 116(b)(2)(A) of the Act<sup>i</sup>** in order to support regional economic growth and economic self-sufficiency. **For local Performance, Goals See Appendix 1**

Gloucester County Workforce Development Goals:



- Develop viable pre-apprenticeship programs and apprentice programs with local businesses,
- Create career-based programming to develop relationships between K–12 and postsecondary education to improve college readiness,
- Increase Out-of-School Youth programs to focus on career pathways, apprenticeships, and post-secondary education,
- Develop programs of student/job seeker and employer engagement that supports the guided pathway and career pathway approach to training and education,
- Enhance connections between employers and job seekers through industry sector initiatives,
- Develop a partnership framework for ongoing collaboration,
- Raise awareness of in-demand skills and occupations among stakeholders,
- Enhance program and credential development/alignment with business needs and industry valued credentials,
- Expand private sector partnership model for youth programs,
- Integrate assessment tools with emerging industry needs.

II. *Describe the workforce development system in the local area, including identifying the programs that are included in that system and how the local board will work with the entities carrying out core programs and other workforce development programs to support alignment to provide services. Identify any areas of weakness in service delivery or resources and discuss whether regional or local solutions are most appropriate.*

*The local area should include in this description plans for services delivered by WIOA Core and Partner programs, and other programs, including: See Appendix 2 Matrix*

- WIOA Title I Adult
- WIOA Title I Dislocated
- WIOA Title I Youth
- Title II Adult Education/Literacy
- Title III Wagner-Peyser Employment Service Program
- Title IV Vocational Rehabilitation
- Senior Community Service Employment Program
- Jobs for Veterans State Grant
- Migrant and Seasonal Farmworkers Program
- Ex-Offender Programs
- Carl T. Perkins Career and Technical Education Act
- Unemployment Insurance
- WorkFirst New Jersey (TANF) Employment and Training Program
- SNAP Employment and Training Programs

- *New Jersey Workforce Development Partnership Program*
- *New Jersey Supplemental Workforce Fund for Basic Skills*
- *And other local public or other programs with which the local workforce system collaborates.*

III. *Describe how the local board, working with the entities carrying out core programs, will:*

- a. *expand access to employment, training, education, and supportive services for eligible individuals, particularly eligible individuals with barriers to employment,*

In order to expand access to employment, training, education and supportive services for eligible individuals, particularly eligible individuals with barriers to employment, the Gloucester County Workforce Development Board (WDB) and the American Job Center(AJC) partners have started and will continue to support community outreach efforts. This will include but not limited to organizing events in communities that have higher rates of poverty such as Paulsboro, Woodbury, and Glassboro. Working with the Family Success Centers in Glassboro and Woodbury, staffs from the WDB/AJC explain the services of the AJC, supported the development of job fairs, and assisted participants at the centers with resume writing, job search, job matching, and other career service programs. Additionally, The WDB Community Needs Assessment Committee has requested the Senior Counselor at the local AJC to visit the Salem County Corrections (Gloucester County no longer has a correctional facility) to explain to the incarcerated population services that are available to them once they leave the facility.

- b. *how the local board will facilitate the development of career pathways and co-enrollment, as appropriate, in core programs, and*

Career pathways are an effective strategy to help workers acquire marketable skills and industry-recognized credentials by encouraging greater collaboration across adult education, post-secondary education, and other workforce partners. The local Board will facilitate the development of career pathways by collaborating with local colleges and businesses to improve job and career options for the local workers and job seekers through an integrated, job-driven, public workforce system that links diverse talent to businesses.

Co-enrollment:

As stated in New Jersey's combined State Plan for the WIOA submitted to USDOL on September 1, 2016, co-enrollments will be in draft form and amended as regulations/guidance provided by the US Departments Labor and Education come to fruition. It is the position of the local Board that direction and communication by NJ LWD will initiate co-enrollments.

- c. *Improve access to activities leading to an industry valued credential, as made available through the Industry-Valued Credential List published by the New Jersey Department of Labor and Workforce Development. Highlight how the local area's education and occupational training programs will include employability skills (soft skills) training, experiential learning*

*opportunities; including classroom training, on-the-job training, internships, externship, registered apprenticeship and any other training methods that are delivered.*

The Gloucester County WDB recognizes education and workforce policy plays a critical role in supporting talent pipelines. Ensuring access to industry valued credential is paramount to the economic success of Gloucester County and the region. Industry valued credentials and certificates provide the opportunity for disadvantaged adults or high school students to secure employment that pays a living wage. The WDB ensures, through the capacity building of staff, WIOA partners and contracted vendors, the importance of the credentials and how to acquire them for the AJC customer and to use the Industry-Valued Credential List published by NJ LWD.

Employability/soft skills' training is embedded in all contracted training programs. Employability training is part of the WFNJ GJOBS program, which serves all TANF, GA, and ABAWDs population(s). Furthermore, soft skills' training is part of the curriculum for the youth program, known as the Youth Education and Career Center at GCIT. In addition, it is part of the program for adult literacy at the Workforce Learning Link and Adult Education classes at Rowan College at Gloucester County.

**d. Provide/expand Registered Apprenticeship and Pre-Apprenticeship Opportunities, and other Work-based Learning Opportunities planned in your local area.**

Historically, the Gloucester County WDB has embraced the experiential learning experiences. To this end, the WDB has a committee dedicated to an apprenticeship. The Board is aware that experiential learning as will pre-apprenticeship and registered apprenticeship is a valuable learning process, which students develop knowledge, skills, and values from direct experiences outside a traditional classroom setting. Members of the Apprenticeship and Industry Committee include representatives from local unions, businesses, and educational institutions.

**Apprenticeships**

Business(es)	Institution(s)	Program	Population served
ShopRite	GCIT	bakers/pastry	High School students and disadvantaged adults
Paulsboro Refinery	Rowan College at Gloucester County	Process Tech – Assoc. Degree	Open to all high school graduates
Petro- Chemical Plants	Rowan College at Gloucester County	Process Tech Certificate	Open to all

In 2017, the WDB began several and diverse apprenticeships that mirror industry needs. (See Chart). In March of 2019, the WDB is part of the consortium with the Mid-Atlantic States Career and Education Center

(MASCEC), an NGO, SARAX, Rowan College of Gloucester County, Gloucester County Institute of Technology, and Gateway Regional High School, submitted a grant proposal Growing Apprenticeships in Nontraditional Sectors (GAINS) to the New Jersey Department of Labor and Workforce Development. The proposal was submitted by MASECEC on behalf of the consortium to create ten apprenticeships in Process Technology at SAREX over a two year period.

**Work and Learn Consortium:** In the spring of 2018, Rowan College at Gloucester County (RCGC) and Rowan University, in partnership with the New Jersey Department of Labor and Workforce Development, Gloucester County Chamber of Commerce, Gloucester County Workforce Development and Department of Economic Development, introduce the Rowan Work and Learn Consortium.

The initiative assists businesses in hiring and retaining skilled and educated employees. The Work and Learn Consortium allows students to work at local businesses while they earn stackable credits that could lead to a Bachelor's degree at Rowan University.

The Rowan Consortium has created degree programs developed in conjunction with workforce and industry leaders designed to address the seven highest areas of labor demand in New Jersey; Advanced Manufacturing, Financial Services, Transportation, Logistics & Distribution, Health Care, Biopharmaceutical Life Sciences, Hospitality, Retail & Tourism, and Construction Management.

The Work and Learn Consortium offers multiple benefits to the student as well as the participating businesses and is a customizable approach to higher education and on the job training. Students will be offered paid internships through all four years of the program and gain real-life industry experience. Businesses will gain opportunities to build their shrinking workforce and retain more highly skilled and educated employees.

**Work-based Learning Opportunities:**

For several months, the WDB, including the southern region, has been working alongside Atlantic City Electric with the objective of providing a pipeline of trained, job-ready individuals in the areas of energy efficiency, renewable energy, and Science, Technology, Engineering and Math (STEM) related fields. Atlantic City Electric is funding WDB in order to identify, recruit and train participants in the energy fields. The WDB with RCGC is providing the Get Into Energy (GIE) Math and Construction and Skills Trade Test (CAST) Test prep training programs along with recruiting and delivering the Women in Sustainable Energy (WISE) program to area residents.

It has always been the policy of the WDB to have Title I training vendors to provide intern/externships for the customers. The On the Job Training (OJT) program, currently a state function, is part of the delivery system for the WFNJ population.

*IV. Describe the strategies and services that will be used in the local area in order to—*

a Facilitate engagement of employers, including small employers and employers in in-demand industry sectors and occupations, in workforce development programs.

In order to facilitate engagement with employers of all sizes and types, the WDB has committed to providing local businesses information, via marketing initiatives, on how to expand and

enhance their businesses. Local small businesses have been and will continue to participate in the OJT programs.

Additionally, the WDB will continue to support the Business Services Team, part of the WDB Marketing and Business Outreach Committee. The Business Services Team will incorporate the Business Service Representative, Veterans, DVRS, ES-Interviewer and WDB Staff.

*b Support a local workforce development system that meets the needs of businesses in the local area.*

The local WDB with the Gloucester County Chamber of Commerce and Economic Development have always responded to the needs of the business community. The Board, Chamber, and Economic Development work as a team in order to deliver specialized services to the business community. For instance, when local chemical and petroleum manufacturers approach the WDB about their employment needs, the Board with Rowan College at Gloucester County (RCGC) developed Process Technology for these local manufacturers. Because of this relationship, the Paulsboro Refinery and RCGC have established an apprenticeship program. For 2016 Apprenticeship Program: reports 111 applicants, 86 interviews, 26 apprentices currently in the 4-year program. An additional 20 apprentices are to begin training in June 2017.

To further support local businesses, **incumbent worker** training awards will start July 2019 with a local policy in place by April 2019. The policy will incorporate the terms and conditions as outlined in WIOA. An "Incumbent Worker" is defined as an individual who has an established employment history with the employer for 6 months or more. The term "Incumbent Worker Training" implies training by an employer or training provider in close partnership with an employer that is provided to a paid participant while engaged in productive work in a job that:

- a. Provides knowledge or skills essential to the full and adequate performance of the occupation.

- b. Provides reimbursement to the employer for the costs of providing the training and additional supervision related to the training.

- c. Is limited in duration as appropriate to the occupation for which the participant is being trained.

Incumbent Worker Training is intended to meet the requirements of an employer or group of employers to retain a skilled workforce or avert the need to lay off employees by assisting the workers in obtaining the skills necessary to retain employment.

Additionally, local employers are informed of the "customized training" services. It is explained that this training is designed to meet the specific requirements of an employer (including a group of employers), that is conducted with a commitment by the employer to employ an individual upon successful completion of the training, and for which the employer pays a significant portion of the cost of training. As mentioned previously, Process Technology was a

type of customized training that is will continue to be offered to the local chemical/petrochemical manufacturers in Gloucester County.

*c Better coordinate workforce development programs and economic development.*

The Gloucester County Workforce Development Board is part of the County's Department of Economic Development, job creation, and retention information flow regularly. It is the County's viewpoint that economic development is workforce development; they both work hand-in-hand. American Job Center partners and staff are updated concerning job creation and business expansions. Currently, the Economic Development Department meets with ALL AJC staff on a quarterly basis to inform them of any changes in the local economy. The WDB recommends that local economic indicators be communicated on a monthly basis along with quarterly meetings. (See Section V for more details).

*d Strengthen linkages between the one-stop delivery system and unemployment insurance programs.*

Unemployment Insurance no longer has a presence at the Gloucester County American Job Center. Nevertheless, Adult/Dislocated (Title I) and Wagner-Peyser (Title III) staff have and will continue to work together using unemployment insurance data system: Local Office Online Payment Systems (LOOPS) in order to ascertain if a customer qualifies for the continuation of benefits during training programs and/or when the customer is involved in adult basic education program. Additionally, AJC staff use "LOOPS" in order to ascertain and/or verify employment as well as reviewing the unemployed benefits with customers.

*e. Create linkage during program delivery between individual customers and employers.*

- *Incumbent worker training programs*
- *On-the-job training programs*
- *Customized training programs*
- *Other Work-Based Learning programs*
- *Industry and sector strategies*
- *Career pathways initiatives*
- *Utilization of effective business intermediaries*
- *And other business services and strategies, designed to meet the needs of employers in the local area.*
- *It should also include content on how the area is supporting and or expand registered apprenticeship in-demand industries. **Provide a detailed description of local workforce efforts to grow Registered Apprenticeship and Pre-Apprenticeship pathways, and the specific demand industries and occupations that are focused on by these programs.***

In order to facilitate the linkage for the job seekers and employers, the WDB has created a committee that includes the Business Service Representative (BSR), Economic Development, Veteran's representative and other AJC staff that work with employers to function as local

business intermediaries. These intermediaries work as a unit for assisting the employer with their hiring needs. It is the goal of this committee to be a single point of contact for the employer. For instance, should an employer want to hire a job seeker from the AJC, but needs incumbent worker training or help with creating an apprenticeship program, the business will contact this unit, or the single point of contact in order to receive the services they need.

Moving forward all Title I customers that did not obtain employment during training services, will be automatically referred to the Employment Service Senior Interviewer who will ensure that the training customer is utilizing the Career Connections and will communicate with the BSR at the AJC of job openings and other services as appropriate.

Concerning the expansion of registered apprenticeships, the local WDB with the Mid-Atlantic States Career and Education Center (MASCEC), Sarex industry and RCGC have submitted a GAINS grant to NJLWD. Sarex is a global wastewater treatment facility with a location in Gloucester County. The proposal outlines each of the partners' obligations as well as the apprentice candidate's responsibilities. For instance, MASCEC with WDB/AJC is responsible for recruiting candidates from AJC and local area high schools. MASCEC will provide the pre-apprenticeship services with the College responsible for the process tech curriculum. Sarex has agreed to provide not only the pay and incremental increases when the apprentice meets the goals but will assist in the enrollee receiving industry-recognized credentials along the process.

*V Describe how the local board will drive an effective partnership between workforce development activities and economic development activities in both the local area and in the region. This will include a description of how the local board will coordinate local workforce investment activities with regional economic development activities that are carried out in the local area and how the Local WDB will promote entrepreneurial skills training and microenterprise services.*

**Coordination with Economic Development (Regional and Local/Gloucester County) – (the following is from the South Jersey Workforce Collaborative Plan)**

The South Jersey Workforce Collaborative, as a workforce development effort, coordinates closely with existing economic development efforts within the region, including those of each of the local economic development areas/regions as well as several other larger regional efforts. These efforts are described in the following subsections.

Additionally, the region and Gloucester County WDB, as well as the AJC, will use the Talent Networks to further regional/local coordination, create meaningful employer partnerships, and better understand the current and future talent needs of the state's strategic industries. Talent Networks will engage employers, convene and coordinate state and local economic development agencies, training providers, Workforce Development Boards, and other system stakeholders in order to create a unified approach to workforce and economic development.



The Office of Business Services has dedicated a special statewide initiatives coordinator to serve as the liaison with the Lt. Governor's Business Action Center and local economic development agencies. Successful coordination of economic development funds, tax credits, and training grants has facilitated economic development opportunities in several depressed urban areas with high concentrations of unemployed and underemployed workers including regional cities of Camden, Atlantic City, Millville, and Vineland.

Furthermore, the region is in close coordination with the Delaware Valley Regional Planning Commission, which in 2015 released an update of that multi-state Region's Comprehensive Economic Development Strategy. The WDBs and Region were part of the planning process for that regional Comprehensive Economic Development Strategy (CEDS), represent a number of the key workforce priorities and strategies of that CEDS and are deeply involved in many of the initiatives resulting from or described in that CEDS.

Several of the Counties had previously created their own CEDS plans, but when the Federal Economic Development Agency (EDA) realigned Regions to permit larger Regional CEDS, those Counties have or will soon sunset their own separate plans. These include the Gloucester County CEDS, Burlington County CEDS and the South Jersey Economic District (encompassing Atlantic, Cape May, Cumberland, and Salem Counties). These and the other Counties' own economic development agencies or departments, however, although they are not formally completing EDA CEDS Plans, will guide economic development activities within their Counties. The WDBs are in close partnership with these county agencies. In several cases the economic development department and workforce department are housed within the same County agency, in others, there is a close partnership with a separate public entity. See subsection VII.A.(iii) below for details on these relationships. In Gloucester County, the WDB with the AJC is a division of Economic Development.

Other economic development entities, industry organizations, and businesses that are actively involved in regional planning along with the members of the region, and some current initiatives or activities together include:

- Common marketing strategies between Economic Development and Workforce development within counties and across the region.
  - Gloucester, Camden, and Burlington created a group that has provided over \$100,000 in site selection development support for businesses seeking to move into that area.
  - Burlington County Workforce Development Initiative has a coordinated Business Engagement office that closely collaborates with the office of Burlington County Economic Development and Regional Planning
  - The South Jersey Economic Development District (Atlantic, Cape May, Cumberland, Salem) brings together that area's WDB and economic developers to assess opportunities on community projects, and to bring private sector investments into the area to create jobs.



- Camden County College has received a Talent Network Grant from the State of New Jersey for the purpose of developing a skilled workforce in the Advanced Manufacturing Industry. Cumberland and Salem Counties have also received Opportunity Grants supporting new initiatives.
- Camden has formed a consortium with employers in the manufacturing sector to ensure alignment between curriculum and needs, and build content and relationships to respond together to potential grant opportunities. There are similar models in Cumberland, Salem, Cape May, and Burlington Counties that suggest this could be easily replicated through the region.

As noted, above, the CEDS Plan for the Greater Philadelphia Region, encompassing Gloucester, Camden, Burlington and Mercer Counties in New Jersey as well as the Philadelphia region in Pennsylvania (Philadelphia, Delaware, Chester, Montgomery and Bucks Counties in Pennsylvania), is now a driving force for economic development activity with which the workforce Regions activities closely align. A list of several of the priorities of that Plan, and some of the key workforce strategies being undertaken here in the region follow.

### **CEDS Regional Goals and Objectives:<sup>32</sup>**

Invest in people, to support a workforce prepared to meet the evolving needs of the region's employers.

- Improve and expand the region's educational and workforce training networks.
  - **As noted previously in this Plan, the region is focusing on**
    - **improving coordination with schools;**
    - **building enhanced work-based learning opportunities in conjunction with business and education institutions, and**
    - **Creating a consolidated system of monitoring training institutions to ensure higher quality and efficiency in the region's workforce training**
- Provide post-secondary educational opportunities designed to meet the evolving needs of the region's employers.
  - **The Region is building on the activity of Talent Networks and our Regional Sector Teams in targeted industries to improve training and make it more responsive to business needs.**
- Prepare economically disadvantaged populations to actively participate in the workforce.
  - **By delivering increased quantity and quality of internships and work-based learning, we are bridging the gap from unemployed/underemployment into workplace success and giving some populations with multiple barriers to employment a first opportunity to break into the workforce through these supported methods.**
  - **By enhancing supportive services to meet regional need revolving around disadvantaged populations**

Additionally, the Delaware Valley Regional Planning Commission (DVRPC) CEDS has a number of performance measures that are closely aligned, and in some cases almost identical, to measures to those of the local workforce development areas and Region. These include:

- Educational Attainment:

---

<sup>32</sup> *Greater Philadelphia's Comprehensive Economic Development Strategy*, September 2015. Note, the bulleted text in BOLD after each item is a summary of the workforce Region's key activities in response to each priority.

- **Both WIOA and the CEDS work toward increasing educational attainment. While WIOA focuses more narrowly on credentials and high school completion, the CEDS also seeks to increase college graduation rates and advanced degrees.**
- Unemployment:
  - **The CEDS has a goal to reduce unemployment, aligned closely to the WIOA goals of facilitating job placements and job retention.**
- Income/Earnings:
  - **The CEDS goal of increasing per capita income is closely aligned with the WIOA earnings change goals.**
- Total Jobs and Job Growth:
  - **These goals of the CEDS relate to the same WIOA goals of placement/retention, but also to the region's workforce goals of supporting the business by providing a skilled workforce.**

**Initiatives and Projects** in which the region and member WDBs participate are numerous. These have been outlined in great detail in the DVRPC CEDS, in the Appendix: 2016 List of Key Regional Projects.

**Business Outreach:** An additional strategy that is the focus of the South Jersey Workforce Collaborative and relates to these priorities is to work with economic development partners and agencies is to create a list of new and expanding businesses in the region. Once a list is developed, the Region will collaborate to send Business Service Representatives to visit those businesses to develop relationships, offer assistance with workforce needs and secure job orders/announcements of openings. Gloucester already does this, and the rest of the region is working to replicate this work.

- VI. Describe the one-stop delivery system in the local area, including—
- a. Describe how the local board will ensure the continuous improvement of one-stop operator/ providers of services through the system and ensure that such providers meet the employment needs of local employers, and workers and job seekers. Include in this description the local board's process for selecting and evaluating providers through solicitations (Requests for Proposals) for services, process for utilizing the Eligible Training Provider List (setting of local standards of the Eligible Training Provider List), review of sub-grantee budgets and reports, and a description of the local area's monitoring and compliance unit and their activities; **include a discussion of the LWDB process to complete the One-Stop Certification, as outlined by SETC policy# 2016.**

### **System Oversight Responsibility and Scope**

The Workforce Development Board works to support the development of a skilled and highly qualified workforce, promotes the career development process through life-long continuing education, and coordinates with the New Jersey Department of Labor and Workforce Development to participate in and provide support to Gloucester County businesses.

The Board is comprised of talented leadership from local business, educational and professional communities. The Board and the Freeholder Liaison remain focused on active partnerships within Gloucester County's business, government, and community-centered organizations to promote continued economic growth.

The WDB recognizes economic growth in a number of ways – by management and oversight of occupational skills, apprentice training and educational programs for a broad range of workforce areas; in order to meet present and future area business needs. These efforts promote and maintain a competitive workforce within Gloucester County. The development of a network of educational resources and workforce institutions in addition to a partnership with economic development offices throughout Gloucester County and the region is designed to promote economic growth and reduce worker dislocations.

### **Continuous Improvement: Evaluation of Target Areas, Brief Methodology and Operation of Results**

#### *Target Areas:*

Evaluation of the One Stop/American Job Center is the responsibility of the WDB Resource Analysis and Budget Committee. The committee discusses appropriate ways to evaluate the services and outcomes of the programs and performance as well as the success of the American Job Center. Some ideas discussed for evaluation include "customer wait" time before being seen by a /American Job Center representative, response time to answering phones, hours of operation (are they sufficient to serve the public?), review of customer complaints, etc.

In order to evaluate the American Job Center's partners, a monthly service report is submitted to the AJC Operator and the WDB Executive Director. The service report is part of the WDB MOU with AJC partner agencies. The services report measures the number who received an orientation, counseling appointments, TABE testing/assessments, and other activities as deemed appropriate.

During PY 12 through PY 16, the committee conducted a customer satisfaction survey of WIA/WIOA and WFNJ participants. Two (2) evaluation questionnaires were utilized by the Gloucester County One Stop/American Job Center.

These questionnaires continue to be utilized. The process for distribution is as follows:

The two page document, titled *One Stop/American Job Center System Participant Customer Survey*, is given to all customers upon completion of the four activities listed:

1. Orientation
2. Testing
3. Counseling
4. Referral

At the time of referral to a training vendor, the counselor requests the customer to complete the “mid-point” questionnaire. This questionnaire remains in the customer’s folder. If the customer expresses strong dissatisfaction, it is shared with the One Stop/American Job Center Operator and the training vendor.

The one page document in the form of a letter is sent to customers upon completion of their training. This is mailed out by the Senior Employment Counselor. Upon return of the form, it is reviewed and any negative comments are shared with the One Stop/American Job Center Operator. The completed form is maintained in the customer’s folder.

*Brief Methodology:*

Methodology of evaluating the service delivery is still being discussed by the Resource Analysis and Budget Committee. Various methods will be implemented including but not limited to surveys, one on one conversation with customers, and time study to determine “wait” time of customers.

*Operation of Results:*

The results will be reviewed by the Resource Analysis and Budget Committee and findings/recommendations will be made if appropriate.

The committee and WDB staff will evaluate job placement rates of the contracted training vendors. The intent is to make this information available to the customers via WDB’s website [www.gcwdb.org](http://www.gcwdb.org) and informational packets.

**RFP Process for Training Vendors:**

In order to be in compliance with WIOA section 107 (g) (1) (A) and the Uniform Administrative Requirements Section 184(a)(3)(B), every two years the Gloucester County WDB, the County Purchasing Department, and the Legal Department solicit for training vendors. Following NJ State and WIOA guidelines, vendors are notified of the need for training services that are aligned with labor demand occupations. Before a contract is sent to the legal department for execution, the WDB staff assures the vendor is in compliance: review of past performance, vendor is listed on the ETPL, training services are in demand and if available, the type of credential/certification/license. Performance expectations and payment processes are explained in the contract.

New solicitations for training vendors will be sent out in early 2017 for contracts starting July 1, 2017. In the new contracts, performance criteria will be included and should a training provider not meet the performance criteria such as the 75% job placement, corrective action will be necessary. “Corrective action” is a mutually agreed corrective measures that the vendor must perform in order to become compliant with the contract. If the vendor does not comply or is unable meet the corrective action as documented, a letter will be sent to LWD and copied to the vendor that the vendor should be taken off the ETPL for non-performance. Job placements

are monitored of each contracted training vendor, on a monthly basis by the WDB/AJC Program Analyst.

### **Evaluating/Measuring Performance of Training Vendors**

The Gloucester County WDB's Resource Analysis and Budget Committee monitor the outcomes of the local training vendors and may make appropriate recommendations if the vendor is not performing well.

There is a counselor who tracks all training customers after completion of their training and follows their progress. The Resource Analysis and Budget review the job placement outcomes of those participants who received classroom training and were placed in jobs in a training-related field. The committee reviews the information on a quarterly basis. A report will be generated and given to the American Job Center One-Stop Operator and Coordinator in order for the report be shared with staff and customers interested in training. The report will also be included (on a quarterly basis) on the Gloucester County Workforce Development Board website—[www.gcwdb.org](http://www.gcwdb.org). The outcomes will assist the Counselors when advising their customers who are seeking training. The outcomes will also assist the customer when he/she chooses which training vendor best meets their needs.

When a customer expresses concerns about the training program, Gloucester County WDB staff follows up via an on-site visit to the training and a discussion with the training staff.

In some instances, the Gloucester County WDB has suspended the approval of training vendors when the training program is not adequately preparing and training WIOA customers for the specific occupation.

The Regional WDBs share a number of training providers in common, and currently, each monitors them through their own internal processes, and in some cases, monitoring is more limited due to lack of resources. By building a monitoring team, the region will develop a shared monitoring calendar and list of those trainers held in common across multiple WDBs. One monitoring visit can be conducted during a monitoring period with these entities, generally by the county/WDB in which the trainer or main site is located or that does the majority of work with that trainer. The information and monitoring report will be shared across the region and an MOU agreement written that each WDB will accept the monitoring reports conducted by the other WDBs.

### **GCWDB One-Stop Certification Process**

**It is the GCWDB intent to follow the One-Stop/AJC Certification process as outlined in the SETC Policy # 2016. GCWDB is in the process of certifying the AJC by May 2019 and submit the documents by June 2019 to SETC. The WDB Executive Committee, at the April 14, 2019**

meeting will designate an ad-hoc committee to conduct a review of the AJC “system” as well as organize a survey of AJC customers in June 2019.

The local board at the April 14, 2019, GCWDB Executive Meeting, exercised the option of the two-year extension of the One-Stop Operator. The Gloucester County Freeholder Board at the May 17, 2017 meeting, adopted a resolution authorizing an agreement with the GCWDB and designated Thomas Bianco to serve as the Operator of the Gloucester County One-Stop Career Center/American Job Center on behalf of the County. See Appendix

#### Certification Process Checklist

Background – The following documents are required to be submitted by each local Workforce Investment Area seeking One-Stop Certification. These may be considered gateways to certification consideration:

- ☐ A completed cover document/letter of transmittal requesting State of New Jersey One-Stop certification;
- ☐ Current/Full Workforce Development Board Certification
- ☐ Verification of meeting disability/accessibility standards;
- ☐ Verification of meeting grievance/complaint/EO standards;
- ☐ Local Memorandum of Understanding between the Workforce Board and its local one-stop partners;
- ☐ A completed Quality Benchmarking Tool;
- ☐ Completed Minimum Standard of Service Delivery Checklist.

- b. Describe how the local board will facilitate access to services provided through the one-stop delivery system, including in remote areas, through the use of technology and through other means; such as distance learning; **include a description of how equity and equal access to services is achieved for services provided through the One-Stop system.*****

The GCWDB with assistance from local partners tries to ensure equal access and equity to AJC services through the use of technology where applicable. For instance, the public access and the Workforce Learning Links as well as community college have computers for the blind and visually impaired as well as wheelchair-bound individuals.

In order to facilitate access to AJC services in the local area, the Gloucester County WDB will follow its mission: to promote the services at the AJC to local job seekers and employers.

In order to help meet this mission and to expand the use of technology, the Gloucester County WDB has requested LWD to provide Wi-Fi capabilities at Thorofare AJC. Providing Wi-Fi will help to promote the AJC partner services and Career Connections to both the employer and job seekers. Currently, Rowan College at Gloucester County as well as the local libraries offers Wi-Fi service, which the local board would like to mirror at the AJC.

Additionally, the local Board has requested that the Senior Counselor from Employment Service provide training in Career Connections to the local libraries and partnering agencies. Additionally, the Counselor along with WDB staff is to assess the needs of libraries and/or partnering agencies as well as the customers.

This is an addition to the "Library Referral Card" that a customer may bring to the local office for assistance, which is in conjunction with the Library Partnership grant. The Library Referral Card is used if people who go into a library but need further American Job Center services, the library will have the customer bring this referral card to the local office with the services checked off they are seeking. AJC staff is then to assist the customer in whatever service is needed. If a person comes into the office and says they misplaced or forgot their referral card, the staff is still to offer the same service assistance.

- c. Describe how entities within the one-stop delivery system, including one-stop operators and the one-stop partners, will comply with section 188 of the Act regarding non-discrimination, and applicable provisions of the Americans with Disabilities Act of 1990 (42 U.S.C. 12101 et seq.) regarding the physical and programmatic accessibility of facilities, programs and services, technology, and materials for individuals with disabilities, including providing staff training and support for addressing the needs of individuals with disabilities; **include an updated description of how both physical and programmatic accessibility of services is ensured in the One-Stop system, for customers with disabilities and those with other barriers (such as foreign-language speakers). Identify tools and processes used. Please note that an automatic referral to Vocational Rehabilitation services is not appropriate for customers with disabilities; the needs of each customer must be assessed and appropriate services may be provided under any WIOA program, or other workforce programs in the local area.***

**The County of Gloucester complies with section 188 of the Act regarding non-discrimination and applicable provisions of the American with Disabilities Act of 1990. These assurances are posted in all county buildings and incorporated in all county business/notices for contracts, meetings, and etc. The physical location of the comprehensive AJC is leased by the State of New Jersey and house the Title I, (Adult and Dislocated - County) staff; however, it the local WDB as well Gloucester County Administration responsibility to ensure that buildings that house County staff and services are ADA compliant. On a yearly basis, the Gloucester County Division of Human and Disability Services with the assistance of the County's Buildings and Grounds Department performs an inspection of the AJC.**



Furthermore, should a complaint arise concerning the AJC building by a constituent, they are referred to Gloucester County's ADA Coordinator Lisa Cerny. Inquiries regarding compliance may be directed to:

Division of Human & Disability Services web link:

<http://www.gloucestercountynj.gov/depts/d/divdied/legalad.asp>

(856) 384-6842 / New Jersey Relay Service 711 or the EEO office at (856)384-6903

Reasonable accommodations for individuals with disabilities are necessary at the Gloucester County AJC as DVRS is co-located at the site. The local WDB relies on DVRS staff to coordinate accommodations in the building. Should the WDB offer services that are off-site, it is the WDB responsibility to provide accommodations. For instance, the WDB held a job fair at the local community college. A request for a sign language interpreter was requested by a job fair participant. The accommodations were made by WDB staff.

With the purpose to ensure that people with disabilities have access to all the services to the AJC, it is understood by AJC staff that services are customer choice; therefore, each customer is not referred to DVRS unless that customer self-discloses that they desire DVRS services. For instance, from the initial intake/interview phase through the completion of job training or literacy services; ALL the services at the AJC are communicated to AJC customer to include reviewing the "Opportunity Guide" which is a comprehensive listing of organizations and programs for job seekers. Though it might be obvious to the AJC staff that the customer would benefit from DVRS, it is not until the customer discloses that they want the services of DVRS that a referral is generated. (A referral process has been implemented not attached to AOSOS's Inter-Agency Referral IAR).

The Gloucester County WDB ensures that foreign language resources are available at the AJC. Currently, there is four foreign language staff. There are three Spanish bi-lingual staff members and one staff member who speaks fluent Cambodian, Thai, Lao and Phu Thai. The AJC partners will regularly assist each other should a language barrier occur. Additionally, a printed directory, listing local supportive services organizations and telephone numbers are available in English, Spanish and Haitian Creole. The directory is available in the lobby of the AJC.

- d. *Describe the flow of services delivered at the One-Stop centers, including a discussion of the utilization of state and local staff for each area, in compliance with federal and state law. A diagram of customer flow and services provision may be provided as an appendix to the plan, as appropriate.*

**See Appendix 3**

- e. *Describe the roles and resource contributions of the one-stop partners. This should include a description of the local Workforce Development Board's Memoranda of Understanding (MOU) agreements with the local one-stop partners and resource sharing agreements. Also include a description of the steps taken, and any agreements reached with partners, regarding One-Stop infrastructure costs and shared costs. These local MOUs and agreements should be included as attachments. The following are key elements of the MOUs:*

**See MOU Appendix 4**



- Mission/Vision of the Local System
- Agreement:
  - Parties to the agreement
  - Duration of Agreement
  - Process for Updating and Reviewing MOU for Local WDB Certification
  - Definition of Roles/Responsibilities of Each Party
  - Description of One-Stop delivery services provided by each partner
  - Dispute Resolution Procedures
  - Breach of Agreement
  - Severability
  - Modification of Agreement
- **Infrastructure Funding Agreement and One-Stop Operating Budget (See Appendix 10)**
- Oversight and Review Schedule of Local Workforce System
- Description of Technical Assistance Available for the Partnership
- Referrals:
  - o Within the Partnership
  - o Within the Local Area
- Access for individuals with barriers to employment, including individuals with disabilities
- Performance and other reporting requirements
- Record retention and personally identifiable information policies
- Signatures [Local Board, one-stop partners, chief elected official(s)]

VII. *Describe and assess the type and availability of adult and dislocated worker employment and training activities in the local area. Include a description of how your education and occupational training programs will include employability skills training content (soft skills) that prepares workers for a range of workplace activities and behaviors and a range of skills that are required to succeed in today's workforce.*

Training programs must be aligned with industry needs to ensure that job seekers can obtain the skills needed to obtain employment. Therefore, when a customer expresses that he/she wants to participate in classroom training, it is explained to them by the Employment Specialists at the AJC that training must be in a demand occupation as well as demonstrates to the customer how to access the information. In addition, it is required that training vendors be on the ETPL and meet or exceed performance criteria as outlined in the local area contracts, which is explained to the customer as well.

Employability skills are embedded in all workforce training activities starting at the the AJC orientation workshop through adult basic education services and classroom training. For instance, all WFNJ participants take part in the Group Job Search (GJOBS) classes. The GJOBS, as well as the AJC

Orientation curriculum, includes the eight skills that, the WDB identified employers want employees to have, which crosses over all industries:

- Communication
- Teamwork
- Problem-solving
- Initiative and enterprise
- Planning and organizing
- Self-management
- Learning
- Technology

The skills are individually assessed, reviewed and explained to the participants as well as inserted in every GJOB, classroom training, and AJC activities. Should a participant be found lacking in any of the above-mentioned skills, additional training is offered. For example, if customers need assistance in technology, the customers are referred and introduced to the services at the Workforce Learning Link for computer literacy.

It should be noted when reviewing the “regional baseline skills in greatest demand” mirror those skills already identified by the local Board. Though the names of the skills are different, it is obvious that employers need these skills and the local Board and AJC services must meet those needs by providing the job seekers with the appropriate expertise.

#### Regional Baseline Skills in Greatest Demand<sup>33</sup>

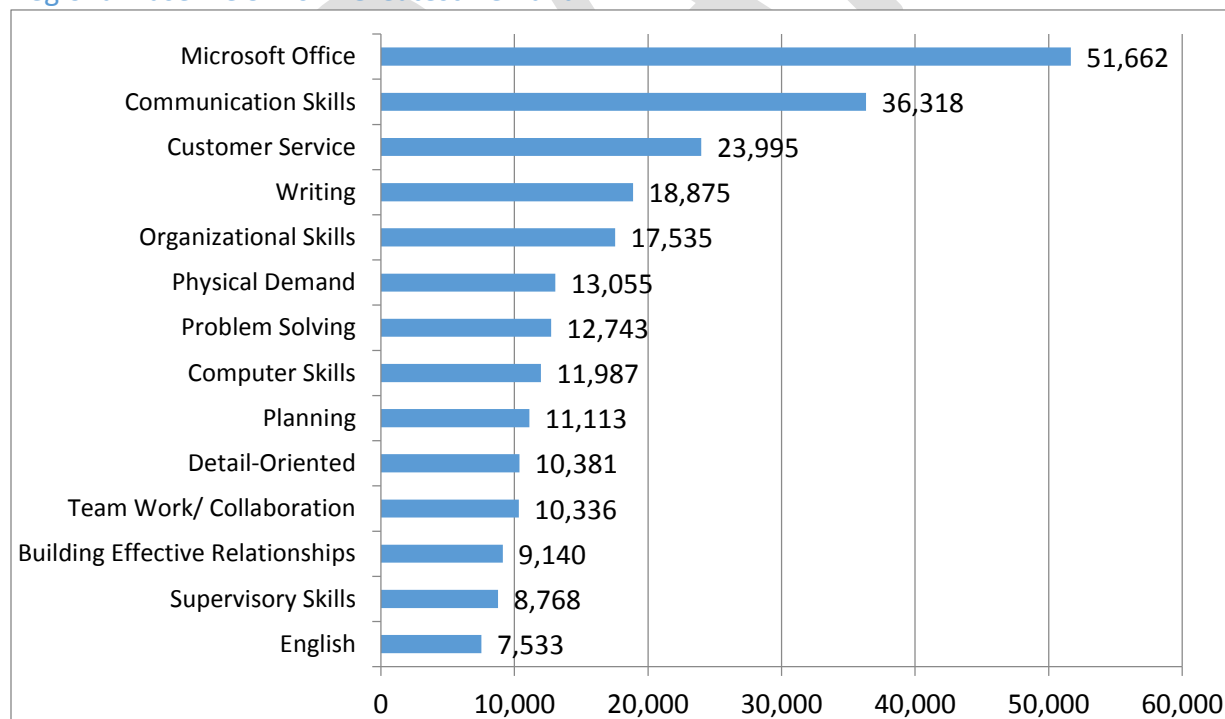


Figure 13

<sup>33</sup> Source: Burning Glass Technologies Inc., Labor Insight

VIII. *Describe how the local board will coordinate workforce development activities carried out in the local area with statewide rapid response activities, as described in section 134(a)(2)(A) of the Act.*<sup>ii</sup>

The Rapid Response activities in the local area are a response to the Worker Adjustment and Retraining Notification Act (WARN) notices. WARN offers protection to workers, their families, and communities by requiring employers to provide notice 60 days in advance of covered plant closings and covered mass layoffs. This notice must be provided to either affected workers or their representatives (e.g., a labor union); to the State dislocated worker unit; and to the appropriate unit of local government, (LWD, 2016).

Rapid Response teams work with employers and employee representative(s) to minimize the disruptions on companies, affected workers, and communities affected by job loss. The local AJC have designated staff as well as LWD representatives that can provide customized services on-site, accommodate any work schedules, and help companies and workers through the painful transitions associated with job loss.

IX. *Youth Activities:*

a. *Describe and assess the type and availability of youth workforce development activities in the local area, including activities for youth who are individuals with disabilities, which description and assessment shall include an identification of successful models of such youth workforce development activities. Local Areas should use their WIA to WIOA Youth Transition Plans as the baseline for this section and may add additional activities and plans if developed since those Plans were submitted.*

Gloucester County will continue to partner with public and private organizations to develop a comprehensive Youth Transition Plan that will provide access to educational opportunities with job readiness and job experience opportunities. A strong emphasis is to identify at-risk youth through relationships with local school administrators throughout the area who can provide information on recent dropouts and promote the resources available to students who are considering that option. The local office of the Division of Vocational Rehabilitation also partners with the local High Schools and the Youth Education and Career Center to assist youth with disabilities. The Partners will continue to offer community outreach events at local libraries and community centers and reach out to the local business to determine labor market trends. An increased effort will be placed on follow up activities to increase the likelihood of successful outcomes.

b. *Describe how your area will satisfy the requirement for 75% of WIOA Title I Youth funds to be used for Out-of-School Youth, and 20% of total youth funds to be used for work experience activities. **If the local area plans to use 100% of Youth Funds for Out-of-School Youth, describe how local one-stop services will continue to be made available to all youth (both in-school and out-of-school).***

Initially the GCWDB set aside 75% of the WIOA Youth funding for out school youth with the remainder, 25% for in school youth. Because of funding cutbacks, the GCWDB will dedicate 100% of the WIOA youth funds to out of school youth. As required in WIOA, 20% of Title I Youth funding will focus on work experience activities. This will include working with Gloucester County Institute of Technology (GCIT) on pre-vocational and vocational training opportunities as well as having local businesses participate in job shadowing program(s).

In order to ensure that in-school youth programming is available to this population, the GCWDB together with the Youth Committee is in communication with local area schools concerning the AJC services and programs.

c. *Describe the design framework for youth programs in the local area, and how the 14 program elements required in § 681.460 are to be made available within that framework.*

The Youth Education and Career Center provides the framework to incorporate the 14 programs required under WIOA regulations. The Out-of-School Youth Program has individual teachers to assist and prepare students in math, English, science, social studies and business in order to prepare students to receive their HSE. The Center provides recruitment and recovery services in partnerships with High School Administrations and American Job Center youth counselors.

Additionally, students are identified for post-secondary educational options. Students will be provided the opportunity to earn industry-recognized training credentials which will include but not limited to [ServSafe](#), [Hotel Front Desk](#), and CPR certifications as well as OSHA general industry training. The Youth Council found that having the youth attain these certifications allowed the youth to get their “first job” as well as a stepping stone to other stackable credentials. The Youth Center will work with the Gloucester County Chamber of Commerce to provide access for students to attend local business events with business leaders. This will provide leadership development and adult mentoring exposure. All youth activities are subject to a 12 month follow up to reinforce stated goals and track for successful outcomes.

Follow up will be conducted for a 12 month period after completion to provide information on students to be considered successful i.e. Employment, HS Diploma/HSE or Additional training/education. All students are provided an exit plan with goals and all support services are available as a resource during the follow-up period if needed.

It should be noted that the out-of-school youth program involves local business and industry to provide occupational training through job shadowing and pre-apprenticeship opportunities.

Out of School Youth Program

The Youth Education and Career Center (YECC) is administered by the Gloucester County Institute of Technology to provide at-risk/ out of school youth an opportunity to acquire their HSE and promote a pathway to employment or additional post-secondary educational/training opportunities. The WDB oversees operational compliance under the Department of Labor WIOA regulation guidelines.

From July 1, 2018, to April 30, 2019 enrollment has increased by over 100% (from 6 enrollments to over 30). The enrollment increase can be accredited, at least partially, to changing the assessment and certification procedure(s). In the past, youth candidates had to travel to the AJC to be certified as a WIOA youth and wait until after being certified to take the educational assessment. Because of transportation issues, the youth and their parents/guardian were unable to travel to the AJC. Now the educational assessment is done at the beginning of the process and youth certification is completed at the YECC facility eliminating the transportation barrier. Though the youth no longer have to go to the AJC to be certified, the Employment Specialist at the AJC still has that responsibility with the YECC staff providing the certification documents and responsible for creating and updating the ISS, which is submitted to the Youth Employment Specialist.

Recruitment of youth is done by a variety of outreach programs which include School Administrators, Community Events, Social Media and individual student referrals. GCIT/YECC also work closely with the American Job Center counselors and the GCWDB together with the Youth Council.

In order to provide the services needed under WIOA the Youth Education and Career Center includes 14 program elements to both the in-school and out-school youth. These elements are as follows:

1. Tutoring and study skills training
2. Alternative secondary school service
3. Paid and unpaid work experience
4. Occupational skill training
5. Leadership development
6. Supportive services
7. Adult mentoring
8. 12-month follow-up services
9. Comprehensive guidance and counseling
10. Financial literacy
11. Entrepreneurial skills training
12. Assistance with post-secondary education and training
13. Assistance with employment for in-demand occupations
14. Access to services that provide the labor market and employment information

To ensure the Youth Education and Career Center meets these requirements periodic monitoring visits were performed with the first completed on February 2, 2016, by the Program Analyst and Employment Specialist from local WIOA Title I Youth. The report outlined a number of corrective actions needed to reach all of the 14 elements required. A notice was sent out by WDB Executive Director Michelle Shirey on February 22, 2016, to inform the Youth Center on the corrective action needed and establish a July 1, 2016 date for completion. A second monitoring visit was conducted on April 14, 2016, for progress update by the Program Analyst. The report established the Youth Center implemented the corrective actions and had met the program elements requirements at that time. Future monitoring will be scheduled throughout 2016 and 2017 to ensure continued compliance.

d. *Clarify how and if the area will be securing any youth program elements without the procurement of programs and services.*

Gloucester County WDB in conjunction with Business and Academic partners will continue to identify opportunities to implement program elements into the Youth Program without the procurement of programs and services. Joint ventures will allow the business to identify industry and employer needs and provide the information to training vendors to develop curriculums to better match the job demand skills. Gloucester County Administration, as well as the Workforce Development Board, will promote employer events such as job fairs and training events to encourage youth participation throughout the area.

X. *Describe how the local board will coordinate education and workforce development activities carried out in the local area with relevant secondary and postsecondary education programs and activities to coordinate strategies, enhance services, and avoid duplication of services.*

Workforce development is centered on how to efficiently and effectively train workers for relevant and in-demand jobs, which several stakeholders are involved in the conversation. This includes business, education, labor, and government agencies working together to determine how to increase the pool of qualified workers.

It is the WDB's plan to engage the providers of both the secondary and postsecondary education institutions in order to educate them and their students about in-demand occupations in the region as well as best practices. In addition, the WDB plans to act as the collaborator to initiate conversations and connect businesses to the learning institutions. The conversation has begun and developed with numerous postsecondary institutions; however, the Board realizes that this conversation needs to expand to include the secondary education providers.

XI. *Describe how the local board will coordinate workforce development activities carried out under this title in the local area with the provision of transportation, including public transportation, and other appropriate supportive services such as; child care and public housing.*

Supportive services for adults, youth and dislocated workers include services such as transportation, child care, dependent care, and housing, that are necessary to enable an individual to participate in activities authorized under WIOA. The Gloucester County WDB, in consultation with the AJC partners and other community service providers, will assess these services to ensure resource and service coordination throughout the county.

In addition, following NJ Workforce Innovation Notice 10-16(A) – Supportive Services and Needs-Based payments under WIOA Title I Programs, the Gloucester County WDB will develop written policies concerning Supportive Services by March of 2017 to be implemented no later than July 2017. It is the intent of the WDB to allow for the payment of supportive services, such as clothing, transportation expenses, and other training-related expenses to be part of the service delivery for the Adult, Youth and Dislocated participants. For more details see Appendix 5

Gloucester County has a countywide resource guide or lists of supportive services that can be accessed on a local level. The available resources are kept up to date and are made available to all staff members at the local American Job Center or the local Division of Social Services.

**Public Transportation:**

The Gloucester County WDB recognized that education, training, and job searching is difficult to perform because of the lack of public transportation in the area. In Gloucester County, public transportation is lacking. Nevertheless, In order to connect jobs and education/training, Gloucester County WDB initiated the expansion of local transportation services. Through a partnership with Gloucester County Human Services, Pascale Sykes Foundation, NJTransit and Cross County Connection, the Pureland – East West Community Shuttle was created. The service starts at Avendale, major NJ transit hub in Camden County near Williamstown (Gloucester County), and travels west to the Pureland Industrial park with stops and connections with NJTransit. At the Pureland Industrial park, riders can then transfer to another shuttle that travels throughout the complex. See <http://www.driveless.com/PurelandEastWestShuttle.html> for more information.

XII. *Describe plans and strategies for, and assurances concerning, maximizing coordination of services provided by the State employment service under the Wagner-Peyser Act (29 U.S.C. 49 et seq.) and services provided in the local area through the one-stop delivery system, to improve service delivery and avoid duplication of services.*

The State Employment Service under Wagner-Peyser is an important component in the service delivery at the Gloucester County AJC. The mission of Employment Service (ES) is “to assist job

seekers in finding jobs and employers in finding qualified workers,” (USDOL/ETA). In Gloucester County, ES is an integral part of the workforce development services for local customers.

The employment Service staff has the ability to:

1. Find qualified job seekers for an open job order (job matching)
2. Be able to prepare an employment plan using the AOSOS template
3. Be able to professionally critique a job seeker's resume and cover letter
4. Professionally present workshops content to job seekers
5. Be comfortable with and have the ability to help customers with technology tools such as NJ Career Connections, online applications, social media, online assessment and software commonly used in the American Job Centers.

In order to avoid duplication of services, all Title I – Adult & Dislocated as well WFNJ customers are referred to Employment Service Interviewers for assistance with job matching.

Concerning Adult and Dislocated training customers, this population is referred after the training is completed, but before the customer exits out of the program. The referral mechanism is the Inter-Agency Referral in AOSOS. The expectation is that the Title I Employment Specialist will work with the ES Interviewer for job placement.

In the future, the ES Interviewers will be part of the Business Services team in order to assist businesses to find qualified employees. The Business Services Team membership will include the Business Services Representative (BSR), Veteran’s representative, WDB staff and the Senior Interviewer. The expectation is that the AJC “Operator” and Gloucester County Economic Development will be able to contact the team regarding employment opportunities and/or other business services the employer may need. The Business Services team is part of the WDB’s Marketing and Business Outreach committee and will report bi-monthly to this committee and monthly to the “Operator” and the WDB Executive Director.

- XIII. *Describe how the local board will coordinate workforce development activities carried out under this title in the local area with the provision of adult education and literacy activities under Title II in the local area, including a description of how the local board will carry out, consistent with subparagraphs (A) and (B)(i) of section 107(d)(11) and section 232, **the review of local applications submitted under Title II<sup>iii</sup>.***

In order accurately describe how the WDB will integrate Title II programs with the workforce services at the local AJC a review of local demographics concerning education attainment and non-English speaking populations will to be evaluated.

An inquiry of local “Active AOSOA” registrants January 1, 2016 to November 2, 2016 revealed over 300 people in Gloucester County that do not have a high school diploma, yet actively seeking employment. Educational level of county residents indicates that there are



approximately 14,660 individuals over the age of 25 years old that do not have a high school diploma. Sixteen percent (3,837) of individuals that are in poverty in Gloucester County does not have a high school diploma with 17% of those in poverty employed. Concerning ESL Services, which is part of Title II funding and services, approximately 7,000 residents speak English “less than very well,” with Spanish speaking residents that apply to over 2,700 residents. There are concentrations of Spanish speaking citizens in Woodbury, Deptford, Swedesboro, South Harrison, Glassboro, Monroe, and Franklin, (Gloucester Co. CDBG –LAP, March 2012).

After reviewing the above information, it has been the intent of the WDB Adult Literacy Committee to leverage funding streams and program deliverables in order for adult literacy and ESL to be easily accessible to county residents. Through planning and dialogue with Rowan College at Gloucester County Workforce and Professional Development Institute, the coordinating entity of Title II, the WDB has been able to collaborate with the local libraries and community-based organizations, provide services to residents that are in most need in the communities where they live. For instance, there are ESL classes in Swedesboro, Glassboro, and Woodbury with adult literacy services as well as ESL in Monroe Township (southern portion of the county).

Adult Education and Family Literacy (Title II), Workforce Learning Link(s) and the WFNJ Literacy Community Work Experience Program (CWEP) services in Gloucester County are provided by **Rowan College at Gloucester County Workforce and Professional Development Institute**. These are the programs and funding streams that provide the Adult Basic Education in the County. The Workforce Learning Link and the WFNJ Literacy CWEP deliverables are shared services agreements between the College and the Gloucester County WDB. The Title II funding, which the College receives directly by the State, is leveraged with WDB funding. In order to enhance the adult education literacy skills, and avoid duplication of services, all adult literacy programs are co-located at the Gloucester County AJC Workforce Learning Link, except for ESL, which is provided at the College campus and other locations throughout the county.

#### **Title II Review Process – Adult Literacy by WDB**

**Rowan College at Gloucester County (RCGC) Workforce and Professional Development Institute will submit an executive summary highlighting the Title II services along with the total amount of the award, to the WDB Community Needs/Adult Literacy Committee. The executive summary will outline Title II goals, LOS, hours of operation, customer flow – points of access, service delivery and the referral process of the American Job Center (AJC) customers to RCGC for Literacy Services. Recommendation from WDB Literacy committee will be submitted to the WDB Executive Committee for final approval. A letter from the Executive Director of the WDB outlining the Executive Committee’s decisions will be sent to the College President and the Dean of Continuing Education at RCGC in order to be included in the WIOA Title II application.**

- f. This section must include a description of how the local area will effectively refer one-stop clients to WIOA Title II programs and how Title II program recipients will access one-stop center services. Include information about existing and planned efforts for co-location and co-enrollment of title II activities within the one-stop system.*

Gloucester County residents can access the Title II programs through a direct referral from the AJC staff, libraries, K-12, or self-directed. Title II programs are discussed at the AJC orientation as well as the WFNJ GJOBS classes. Should an AJC client want Title II services, a referral is made to the Workforce Learning Link (WLL), which is co-located at the Gloucester County AJC. The AJC participant is guided by an Employment Counselor. The client is scheduled for TABE testing, provided by the County, and once testing is completed he/she has then scheduled an appointment with the WLL Instructor. The Instructor and Employment Counselor work together with the client in order to ensure that the appropriate services are presented. Should a customer need HSE, services are explained of each site, with emphasizes on the College, because there are more intensive classroom services. Communication between the AJC and the College concerning the client is exchanged weekly and or as needed. WFNJ clients are monitored by the College and status reports are given on a weekly basis as well to the WFNJ Case Managers.

It is the plan of the WDB Literacy Committee to enroll non-referred Title II customers to register on Career Connections/On-Ramp. Starting in January, Title II participants not referred by the AJC will be registered in AOSOS via the AJC registration form. Additionally, the Employment Counselor will conduct an orientation for individuals that are not registered. Presently, the Employment Counselor visited Title II staff at the College and explained Career Connections in order for staff to assist Title II clients. This service will be expanded to other adult literacy sites, such as St. Matthew's in Williamstown.

- b. Describe all literacy services including those provided through the workforce learning link, WFNJ and any other WIOA program and services.*

All Workforce Learning Link participants must take part in the American Job Center/One-Stop Orientation. All potential WLL participants will meet with an ES Counselor (except for DVRS and WFNJ participants). The Counselors, with the WLL, WFNJ or DVRS client, will develop a plan to include employment goals that will be comprised of an "occupation" as well as a "career-ladder" in order to obtain the customers' occupational goals.

Please note, depending on the AJC, DVRS, or WFNJ participant need and customer choice, the participant may stay at the WLL at the AJC or be referred to RCGC Continuing Education for services. Most WLL clients that need HSE or TABE scores that are below 8.0 are sent to RCGC for more intensive educational services. ALL ELA/ESL participants are sent to RCGC for assessment and instruction.

The following are services that are available to all Adult Education participants to include WLL, Title II and WFNJ:

**RCGC Workforce Learning Link: Resources and Programs**

**ConnectED: McGraw-Hill**

**Common Core Achieve-TASC:** High School Equivalency Test Preparation Course

\*Students must complete assignments and assessments in Math, Language Arts, Social Studies and Science to improve and prepare for TASC Test.

**Careers: Introduction to specific careers: Certificate Program (Bridges)**

- Business Management and Administration
- Introduction to Supply Chain Management
- Careers in Health Services
- Careers in Hospitality and Tourism
- Careers in Transportation, Distribution, and Logistics

\*Students assigned content based on interests and goals. (Ten to twelve-week course work with an average of 5 units per course with four lessons in each unit).

**Aztec** - Online resource for TASC test preparation

- Math
- Language Arts
- Science
- Social Studies

\*self-paced - Students will be TABE tested (assessed) after 30 or 50 hours of instruction and reported to the MIS Coordinator at the American Job Center.

**Computer and Technology Skills**

*PowerUP: Basic Computer Skills, Typing Instruction*      Certificate Program

*Microsoft Digital Literacy: Basic Computer Skills*

\*Self-paced – 17 lessons approximately 1 hour each should take about a week of study to complete)

*GCF: Advanced Computer Skills*

- Microsoft Word
- Microsoft Excel
- Google: Drive and Docs

\*Students assigned based on computer literacy skills and interest – self-paced four weeks (approx.) per course.

**Career Resources**

- JISTS Online video resources (Interview, soft skills, etc.)

\*Students assigned content to help with interview and resume process

- Holt-McDougal Work Skills: Work Readiness Credential
- Situational Judgment and Active Listening
- Math
- Reading

\*self-paced approximately 20 hours for each section – three weeks to complete at 20 hours per week.

### **Tools for Job Search**

Career Connections- initial introduction will be done at the orientation and meeting with Workforce/ES Counselor.

LinkedIn: Create a profile and resume

Update and edit resumes and cover letter

### *c. Describe the referral process out of a literacy program into a career pathway.*

The Counselors of the various AJC partner programs will develop a plan to include employment goals that will be comprised of an “occupation” as well as a “career-ladder/pathway” in order to obtain the customers’ occupational goals. The employability plan will be shared with the Title II provider and reviewed with the customer. Once the literacy goals are achieved, the client is referred back to the appropriate Counselor to review the career pathway and with the client; reviewing next steps.

- XIV. *Describe the replicated cooperative agreements (as defined in section 107(d)(11)) between the local board or other local entities described in section 101(a)(11)(B) of the Rehabilitation Act of 1973 (29 U.S.C. 721(a)(11)(B)) and the local office of a designated State agency or designated State unit administering programs carried out under title I of such Act (29 U.S.C. 720 et seq.) (other than section 112 or part C of that title (29 U.S.C. 732, 741) and subject to section 121(f)) in accordance with section 101(a)(11) of such Act (29 U.S.C. 721(a)(11)) with respect to efforts that will enhance the provision of services to individuals with disabilities and to other individuals, such as cross-training of staff, technical assistance, use and sharing of information, cooperative efforts with employers, and other efforts at cooperation, collaboration, and coordination.<sup>iv</sup> Describe in this section what internal mechanisms will support these initiatives and how these technical assistance initiatives are coordinated with or supported by the Department of Vocational Rehabilitation and the New Jersey Commission for the Blind and Visual Impaired.*

To date, no plan has been shared by the State of New Jersey.

- XV. *Identify the entity responsible for the disbursement of grant funds described in section 107(d)(12)(B)(i)(III), as determined by the chief elected official or the Governor under section 107(d)(12)(B)(i).<sup>v</sup>*

The Fiscal Agent, the entity responsible for the disbursement of grant funds in Gloucester County is the Chief Elected Official, the Freeholder Director. The Freeholder Board approves the bill list, generated by the County’s Purchasing Department, and the County Treasurers Department disburses the funds.

- XVI. Describe the competitive process to be used to competitively select the One-Stop Operator, and to award the sub-grants and contracts in the local area for activities carried out under WIOA Title I. **Include details of the LWDB role in the process and discuss how any other local agencies are involved; also describe efforts to ensure that no conflict of interest is present in the process; include a description of the process used by the LWDB to award WIOA Youth program contracts.** See Appendix 6

**For One-Stop Operator, process see appendix 6 of this document. Concerning the WIOA Youth Program, standard New Jersey RFP procurement processes and rules are followed in order to solicit responses for the youth programming. This also includes following the provisions of OMB Circular 15-08 – Single Audit Policy for Recipients of Federal Grants, State Grants, and State Aid.**

- XVII.** Describe how the local levels of performance negotiated with the Governor and chief elected official pursuant to section 116(c), will be used to measure the performance of the local area and will be used by the local board for measuring the performance of the local fiscal agent (where appropriate), eligible providers under subtitle B, and the one-stop delivery system, in the local area.<sup>vi</sup> Describe any additional performance measures developed or used locally. **Include the local area performance goals for PY2016/PY2017 and PY2018/PY2019 as an appendix.**

**For Gloucester County performance See Appendix 1**

XVIII. *Describe the local board as follows:*

- a. *Membership: provide a list of members, and indicate alignment with new requirement per SETC policy #2015-01 and WIOA. Include a description of how membership aligns with New Jersey key industries and local area priorities.* **See Appendix 7 for list of WDB Membership**

Following WIOA Section 107 (b)(2)(A)(i) Gloucester County WDB membership is comprised of 51% of local business representatives who reflect the composition of the local and regional pool of employers. Business representatives denote key industry sectors to include: banking and finance, medical establishment and professions, technology, and economic development.

- b. *Discuss recruitment plans to address any deficiencies.*

Should Gloucester County WDB have any membership deficiencies, recruitment of individuals will be in accordance with the requirements of Section 107 WIOA by utilizing highly regarded local organizations such as the Gloucester County Chamber of Commerce, South Jersey Chamber of Commerce or the South Jersey Development Council. Recommendations are then forwarded to the Gloucester County Freeholder Director for possible appointment to the WDB.

The local WDB has the honor of having the Gloucester County Chamber of Commerce's President as the Chair of the WDB.

c. *Describe development/training programs with board members.*

The Gloucester County WDB convenes quarterly conferences to train the board members in WIOA partners' responsibilities as well as explain different services/programs in the county. These conferences are also a venue to update the members of the status of WDB committees and to highlight WIOA partners' modification and outcomes that directly affect the workforce development in the county.

d. *Describe the actions the local board will take toward becoming or remaining a high-performing workforce development board, consistent with the factors developed by the State.*

The local Board is developing a strategic plan that will be reviewed on a yearly basis and modified in order to be in-line with the workforce needs of the community. The strategic plan, once completed will be part of the local area plan as an appendix. See Appendix 8 ?????

XIX. *Describe staff and partner development and training efforts. Provide plans/timeline for such training. Include both local and partner staff efforts.*

It is the intent of the Gloucester County WDB to work with all AJC partners in order to develop staff training modules that will enhance the experience for the AJC customer. These partners include but not limited to: NJLWD Employment Services division, Title I (Adult and Dislocated) staff, Title II /WLL staff and Division of Vocational and Rehabilitative Services. This will include training of all AJC staff about each of the partner agencies and the new roles and responsibilities of WIOA. Quarterly meetings are held with all AJC partnering agencies so that changes are clarified and each partner is aligned with WIOA deliverables.

Working with Garden State Employment and Training Institute and the New Jersey Department of Labor and Workforce Development ongoing WIOA service training will be developed.

XX. *Describe how training services under chapter 3 of subtitle B will be provided in accordance with section 134(c)(3)(G), including, if contracts for the training services will be used, how the use of such contracts will be coordinated with the use of individual training accounts under that chapter and how the local board will ensure informed customer choice in the selection of training programs regardless of how the training services are to be provided.<sup>vii</sup> Within this section, be sure to address how training will lead to industry-valued credentials. **Identify any additional local area policies or practices regarding types of training or training providers/performance, which are used in conjunction with ETPL.***

The Gloucester County WDB recognizes education and workforce policy plays a critical role in supporting talent pipelines. Ensuring access to industry valued credential is paramount to the economic success of Gloucester County and the region. Industry valued credentials and certificates provide the opportunity for disadvantaged adults or high school students to secure employment that pays a living wage. The WDB ensures, through the capacity building of staff, WIOA partners, and contracted vendors, the importance of the credentials and how to acquire them for the AJC customer and to use the Industry-Valued Credential List published by NJ LWD.

Training programs must be aligned with industry needs to ensure that job seekers can obtain the skills, and when available, an industry valued credentials, that are needed to obtain employment. The Eligible Training Provider List (ETPL) and Consumer Report Card are critical tools assisting jobseekers and students making decisions about short-term occupational training programs. The local WDB with the AJC will continue to inform customers that an ITA can only be used for training programs that are in demand and on the ETPL with the Industry-Valued Credential List. It should be noted that not all of the in-demand occupations offer, at this time, industry-recognized credentials, but it will be stressed to the training customer the need for the credentials in order to have a productive career pathway. The AJC staff and WDB understand the need for credentials and will communicate with customers and contractors accordingly.

**For contracts starting in July 2021, the WDB will only fund training programs that provide a credential.**

- XXI. *Describe the process to create the local plan, and provide assurances that it was an open and transparent process, including:*
- a. *List and describe any meetings of workgroups, taskforces or similar efforts. Documentation of these meetings, including minutes and attendees, must be maintained locally. Include a list of the participants and their organizations. (This should include local elected officials, local public entities, regional and local economic development partners, WIOA system partners such as Adult Education and Literacy providers, community colleges, Talent Networks, Talent Development Centers and other entities with a stake in the local workforce system and plan.)* **Provide a description of how local stakeholders, including representatives of Titles I, II, III and IV programs, were specifically involved in the 2019 Modification process. Include meeting dates (beyond standing WDB/Committee meetings), attendee names and organizations represented.**

**In the creation of the amended local area plan, WDB Committee meetings included stakeholders such as Rowan College of Gloucester County (Title II), Gloucester County Institute of Technology (Perkins and Youth), American Job Center Partners (DVRs, ES, and the AJC Operator) and WDB private sector members. Meetings concerning the amended plan started with a Technical Assistance meeting on February 28, 2019, and again March 5, 2019,**

concerning changes to customer flow and referral processes. Additionally, communication via e-mail with the AJC partners and staff about the plan was ongoing and their suggestions and input were continuous.

Stakeholder engagement is planned because of not only the local plan execution but also the creation of a new GCWDB MOU. As of March and April 2017, three meetings have been held with the AJC partners concerning the referral process as well as communicating the high points of the local area plan. Additionally, communication has been ongoing with Rowan College, provider of Adult Literacy Services, concerning local area plan, Title II and the MOU. Future meetings have been planned with all AJC partners to further explain the local area plan.

- b. *Describe the process used by the local board to make available copies of the proposed local plan to the public, through electronic and other means such as public hearings and local news media; ensuring that the document was made available in accessible formats.*

The draft of the Gloucester County Workforce Development Board Local Area Plan (Amended) was posted on the WDB web site: <http://www.gcwdb.org> for a thirty-day public comment period **starting May 17, 2019 and ending June 17, 2019. Bridget DiGiambattista via instructional email sent by Eileen Gallo, Senior Program Development Specialist inserted the draft plan onto the WDB web site. Mrs. DiGiambattista also alerted the WDB voting members of the existence of the plan and to view a copy of it on the GCWDB website. There were no other public forums.**

- c. *Describe the process used to provide an opportunity for public comment, including comments by representatives of businesses, representatives of labor organizations, and representatives of education and input into the development of the local plan, prior to submission of the plan. Describe any additional local requirements or processes for local public comments. Provide a list of stakeholders who were notified of the opportunity for public comment. Include as an attachment to the Local Plan any such comments including those that represent disagreement with the plan.*

**The process used to provide an opportunity for public comment was to alert the Gloucester County WDB members as well as American Job Center partners and staff that the local plan is posted on the WDB's web site for 30 days starting May 17, 2019, and ending June 17, 2019. Announcement of the public comment will be sent to the Gloucester County WDB membership that includes educational institutions as well as union representation. The following is a short list of organizations alerted of the availability of the local plan:**

**AJC Core Partners (Title I, II, III and IV)**

Gloucester County Chamber of Commerce  
Rowan College of Gloucester County  
Gloucester County Institute of Technology



XXII. *Describe how one-stop centers are implementing and transitioning to an integrated, technology-enabled intake and case management information system for programs carried out under this Act and programs carried out by one-stop partners.*

The local AJC is striving to implement and transition into an integrated, technology-enabled and intake and case management information system for programs carried out under WIOA and the partner agencies by using Automated One-Stop Operating System (AOSOS). AOSOS is supported by the New Jersey Department of Labor and Workforce Development. However, AOSOS is limited to Employment Service, Adult/Dislocated and Social Services (WFNJ) agencies. When referring to AJC participants, it is required that AJC staff, if available, use the Inter-Agency Referral in AOSOS. For instance, when a customer is referred for literacy services at the Workforce Learning Link, an inter-agency referral is issued, though printed out and given to the agency. In order to best utilize AOSOS, it is highly recommended that DVRS and Title II incorporate a “bridge” into the AOSOS system.

In addition to the AOSOS system, the Gloucester County WDB currently has a contract with NJ Performs. The AJC and the WDB are committed to use the NJ Performs data system as a tool to not only measure and track WIOA performance but to also understand and communicate workforce trends to AJC staff and the WDB. Gloucester County currently has four licenses and one license is used by Employment Service MIS staff with the others with Title I MIS staff and Operators.

XXIII. *The priority of Service:*

- a. *Describe how the local board will ensure priority for adult career and training services will be given to recipients of public assistance, other low-income individuals, and individuals who are basic skills deficient consistent with WIOA sec. 134(c)(3)(E) and § 680.600*

WIOA Adult Program Priority of Service: See Appendix 9 for the GCWDB’s Policy and Procedures concerning Priority of Service.

An individual must first qualify for WIOA before a priority of services can be applied. When veterans are identified as eligible for Adult or Dislocated Worker WIOA individualized career services and training services they will become priorities for such services. The veteran’s priority is not to be construed as an entitlement for WIOA service, but eligible veterans are given priority over non-veterans for all available services. Therefore, WIOA Title I Adult funded services, the program’s eligibility determination must be made first, and the veteran’s priority applied. Veterans and eligible spouses, as defined in Appendix 9 (GC WDB Priority of Service

Policy) continue to receive priority of service for all job training programs funded by the United States Department of Labor/Employment and Training Administration, which includes the WIOA program.

The WIOA Title I **Adult** program has a statutory priority for individuals **who are receiving public assistance, low income individuals and basic-skills deficient individuals. The GCWDB has identified ex-offenders as a priority of service.**

When programs are statutorily required to provide priority for a particular group of individuals, such as the WIOA priority described above, priority must be provided in the following order:

First, to veterans and eligible spouses included in the groups given statutory priority for WIOA Formula funds. Meaning, veterans and eligible spouses who are on public assistance would receive first priority for services provided with WIOA Adult formula funds.

Second, to persons who are not Veterans or eligible spouses, who are included in the groups given statutory priority for WIOA Adult formula funds; public assistance recipients, low-income individuals and individuals who are basic skills deficient.

Third, to veteran and eligible spouses who are not included in WIOA's priority groups, but are included in the locally-identified priority group (i.e. ex-offenders).

Fourth, to non-covered individuals who are not included in WIOA's priority groups, but are included in the locally-identified priority group (i.e. ex-offenders).

Fifth, to non-covered persons (not veterans or eligible spouses) who do not meet the statutory priority outside the groups given priority under WIOA; public assistance recipients, low-income individuals and individuals who are basic skills deficient and the local area priority group; ex-offenders.

Individuals may meet multiple categories; in these cases, the highest priority level that a person is eligible applies to them. For example, the local area identifies ex-offenders as a local priority group. If a person is an ex-offender and low income, that person would receive first or second priority, depending on their veteran status.<sup>34</sup>

Veterans and eligible spouses usually self-identify at the point of entry into WIOA services. They are to be informed and given the opportunity to take full advantage of the full array of WIOA employment, training, and placement services available. They are entitled to priority of service for those who meet the eligibility requirements for WIOA services and programs.

---

<sup>34</sup> NJ WIN 11-16 (A), 10/25/16

Concerning identifying individuals on public assistance, WFNJ participants are referred to the American Job Center for training/employment services; hence, can be identified. Individuals who are basic skill deficient can be identified if the referral is from the Adult Literacy (Title II) provider or after the individual takes the TABE test and scores are low, less than 7.0; therefore, a person's priority of service change has changed to basic skills deficient. The local decision to include ex-offenders can be validated either by self-disclosure or a direct referral from the Gloucester County Probation or area correctional facilities. The ex-offender can use the NJDOC Temporary ID card as proof of identity and incarceration.

Documentation of all the priority of service categories will be included in the participant's file and mentioned AOSOS. (For a more detailed account of "Priority of Service," determination and accountability, see Appendix 9 - Priority of Service Policy).

All populations are eligible for basic career services (formally core and intensive services under the Workforce Investment Act) are not subject to the priority of service requirement. However, individualized career services and training services (Title I Adult) are subject to the requirement. The priority of service status is established at the time of eligibility determination and does not change during the period of the participant. Priority does not apply to the dislocated worker population.

- b. *Veterans Services: Each local area must develop and describe its policy for providing Veterans services and maintaining the Priority of Service as required by USDOL. (See Appendix 9)*

*Roles and Responsibilities of Jobs for Veterans State Grant Funded Staff:* USDOL-VETS provides LWD with an annual grant to cover the Disabled Veteran Outreach Program (DVOP) staff and Local Veterans Employment Representatives (LVERs) in New Jersey local workforce areas. DVOPs focus their effort on providing intensive services to eligible veterans with defined significant barriers to employment. LVERS outreach to businesses on behalf of all veterans. USDOL wants DVOPs to focus exclusively on the hardest to place a subset of the veteran population. USDOL advocates for the delivery of time-intensive, one-on-one services using a case management approach. In order to ensure that DVOPs only see eligible veterans with barriers to employment, each local area must have a veterans' customer flow plan that assumes all staff in the One-Stop are "veterans' staff." Customer pre-assessments should be conducted during triage or registration and veterans who are either ineligible because of their term or type of military service or because they don't have a significant barrier should receive "Priority of Service" (go to the front of the line for services and training), but should not be automatically sent to the DVOP. USDOL estimates that 70%-80% of veterans coming into the One-Stop should be served by Wagner-Peyser and other non-JVSG staff. **Local areas should describe their processes for ensuring that staff delivers these veterans services as required.**

*Veteran Services: DVOPs & VBRs (formally LVERs)*

*The local AJC is fortunate to have a Disabled Veterans Outreach Program (DVOP) and a Local Veterans Business Representative, which were previously LVERs. Though each position serves veterans that is where the similarity stops. DVOPs are specialists that assist veterans with significant barriers to employment to successfully navigate the job market and receive the support they need to return to the workforce. While VBRs promote hiring veterans to the business community.*

*The DVOP's primary responsibility is to assist veterans with major barriers to employment, such as homelessness, and those who are disabled. Because not all veterans are eligible to be served by the DVOP, the Interviewers, during triage at the AJCGC, identify the veteran and ascertain if the veteran is disabled or have significant barriers to employment. The significant barriers to employment are defined as:*

- 1. Special disabled/disabled,*
- 2. Homelessness,*
- 3. Recently separated with at least 27 weeks of unemployment in the last 52 weeks,*
- 4. Offender, as defined by WIOA section 3 (38) 1, who is currently incarcerated or who have been released,*
- 5. Lack of a high school diploma or equivalent,*
- 6. Low income as defined by WIOA*
- 7. Veterans aged 18 to 24.*

*DVOPs must ensure that they only service eligible veterans or spouses of veterans with a significant barrier to employment. Should a veteran not be eligible for DVOP services, the veteran is still prioritized for basic career services delivered at the AJC. The priority of service does change when the veteran customer is recommended for Title I Adult services. (See Appendix 9 for more detail).*

*The Veterans Business Representative (VBR) are assigned duties that promote the advantages of hiring veterans to employers, employer associations, and business groups. Employer outreach in Gloucester County is primarily accomplished by the "business services team;" therefore, the VBR is included as an active member of the team. The VBR advocates for all veterans served by the AJC with business, industry and other community-based organizations.*

*Veteran Job Clubs are held bi-weekly in order to support the veteran job seeker that includes an open dialogue with local veterans' organizations and other community-based organizations.*

## SIGNATURE PAGE

---

Robert M. Damminger, Freeholder Director

---

Date

---

Les Vail, WDB Chair

---

Date